AMHERST COLLEGE

1991-92 CATALOG

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Amherst College

1991-1992 Catalog

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DIRECTIONS FOR CORRESPONDENCE

The post office and telegraph address of the College is Amherst, Massachusetts, 01002-5000. The telephone number for all departments is (413) 542-2000.

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Title IX Coordinator	Rebecca Lee, *Associate Dean of Students*
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College Calendar

1991

August 30, Friday. Freshman Orientation begins.

September 3, Tuesday. First semester classes begin.

September 7, Saturday. Monday classes held.

September 13, Friday. Last day for first semester course changes.

October 12-15, Saturday-Tuesday. Midsemester break.

October 29, Tuesday. Last day for freshmen and first semester transfer students to obtain permission to drop a course without penalty.

November 23-December 1, Saturday-Sunday. Thanksgiving recess.

December 10, Tuesday. Last day of first semester classes.

December 14-18, Saturday-Wednesday. First semester examination period.

December 19, Thursday. Winter recess begins.

1992

January 6, Monday. Winter recess ends; beginning of Interterm.

January 26, Sunday. Interterm ends.

January 27, Monday. Second semester classes begin.

February 7, Friday. Last day for second semester course changes.

March 14-22, Saturday-Sunday. Spring recess.

March 27, Friday. Last day for freshmen and first semester transfer students to obtain permission to drop a course without penalty.

May 8, Friday. Last day of second semester classes.

May 11-15, Monday-Friday. Second semester examination period.

May 24, Sunday. Commencement.

I

THE CORPORATION
FACULTY
ADMINISTRATIVE AND PROFESSIONAL OFFICERS

Faculty and Administrators

EMERITI

Calvin Hastings Plimpton, *President, Emeritus.* A.B. (1939) Amherst College; M.D. (1943), M.A. (1947) Harvard University; Med. Sc.D. (1951) Columbia University; LL.D. (1960) Williams College; LL.D. (1961) Wesleyan University; Sc.D. (1962) Rockford College; LL.D. (1962) Doshisha University; L.H.D. (1962) University of Massachusetts; Sc.D. (1963) Saint Mary's College; LL.D. (1963) St. Lawrence University; Litt.D. (1965) American International College; Sc.D. (1966) Trinity College; Sc.D. (1967) Grinnell College, (1986) New York Medical College; Litt.D. (1969) Michigan State University; LL.D. (1971) Amherst College.

Theodore Baird, *Samuel Williston Professor of English, Emeritus.* B.A. (1921) Hobart College; M.A. (1922), Ph.D. (1929) Harvard University; A.M. (hon. 1939) Amherst College.

Robert Hermann Breusch, *Walker Professor of Mathematics, Emeritus.* Ph.D. (1932) University of Freiburg; A.M. (hon. 1954) Amherst College.

George Armour Craig, *Samuel Williston Professor of English, Emeritus.* A.B. (1937) Amherst College; M.A. (1938), Ph.D. (1947) Harvard University; L.H.D. (hon. 1986) Amherst College.

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Richard Martin Foose, *Samuel A. Hitchcock Professor of Mineralogy and Geology, Emeritus.* B.S. (1937) Franklin and Marshall College; M.S. (1939) Northwestern University; Ph.D. (1942) The Johns Hopkins University; A.M. (hon. 1964) Amherst College.

Reginald Foster French, *Professor of Romance Languages, Emeritus.* B.A. (1927) Dartmouth College; M.A. (1928), Ph.D. (1934) Harvard University; A.M. (hon. 1947) Amherst College.

Theodore P. Greene, *Winthrop H. Smith Professor of History, Emeritus.* A.B. (1943) Amherst College; M.A. (1948), Ph.D. (1970) Columbia University.

Kurt Maximilian Hertzfeld, *Treasurer, Emeritus.* B.A. (1941), M.B.A. (1942) Harvard University; A.M. (hon. 1969) Amherst College.

Ernest Alfred Johnson, *Professor of Romance Languages, Emeritus,* A.B. (1939) Amherst College; M.A. (1940) University of Chicago; M.A. (1941), Ph.D. (1950) Harvard University.

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George Burnham May, *Treasurer, Emeritus.* A.B. (1946) Amherst College.

Benjamin Franklin McCabe, *Parmly Billings Professor of Physical Education, Emeritus.* B.A. (1946) Iowa State Teacher's College; A.M. (hon. 1964) Amherst College.

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Edward Dwight Salmon, *Winkley Professor of History, Emeritus.* B.S. (1917) University of Rochester; M.A. (1923), Ph.D. (1934) Harvard University; A.M. (hon. 1938) Amherst College.

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Willard Long Thorp, *Professor of Economics, Emeritus.* A.B. (1920) Amherst College; M.A. (1921) University of Michigan; Ph.D. (1924) Columbia University; LL.D. (1935) Marietta College, (1949) Amherst College, (1950) Albright College, (1960) University of Massachusetts, (1960) University of Michigan.

Robert Byron Whitney, *George H. Corey Professor of Chemistry, Emeritus.* B.A. (1924), Ph.D. (1927) University of Minnesota; A.M. (hon. 1944) Amherst College.

Albert Elmer Wood, *Professor of Biology, Emeritus.* B.S. (1930) Princeton University; M.A. (1932), Ph.D. (1935) Columbia University; A.M. (hon. 1954) Amherst College.

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FACULTY

Symbols beside names indicate: *On leave 1991-92.
†On leave first semester 1991-92.
‡On leave second semester 1991-92.

Rowland O. Abiodun, *Professor of Fine Arts and Black Studies.* B.A. (1965) Ahmadu Bello University, Nigeria; M.A. (1969) University of Toronto.

Hugh G. J. Aitken, *Olds Professor of Economics and American Studies.* B.A. (1943), M.A. (1947) St. Andrews University; M.A. (1948) University of Toronto; Ph.D. (1951) Harvard University; A.M. (hon. 1966) Amherst College.

Douglas Anderson, *Assistant Professor of Theater and Dance/English.* B.A. (1975) Kenyon College; M.F.A. (1978) University of Nebraska.

Elizabeth J. Aries, *Professor of Psychology.* B.A. (1969) University of Michigan; M.A. (1971), Ph.D. (1973) Harvard University; A.M. (hon. 1989) Amherst College.

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Gerald P. Brophy, *Professor of Geology.* B.A. (1951), M.A. (1953), Ph.D. (1954) Columbia University; A.M. (hon. 1968) Amherst College.

Kristen Bumiller, *Assistant Professor of Political Science and Women's and Gender Studies.* B.A. (1979), M.A. (1979) Northwestern University; Ph.D. (1984) University of Wisconsin at Madison.

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Haskell R. Coplin, *Professor of Psychology.* B.A. (1947), M.A. (1948), Ph.D. (1951) University of Michigan; A.M. (hon. 1957) Amherst College.

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Jan E. Dizard‡, *Charles Hamilton Houston Professor in American Culture (Sociology).* B.A. (1962) University of Minnesota at Duluth; M.A. (1964), Ph.D. (1967) University of Chicago; A.M. (hon. 1978) Amherst College.

David M. Dooley, *Professor of Chemistry.* B.A. (1974) University of California at San Diego; Ph.D. (1978) California Institute of Technology; A.M. (hon. 1989) Amherst College.

Robert Doran, *Professor of Religion.* S.T.Lect. (1967) Blackfriars Seminary; S.T.Lic. (1970) Universita di S. Tommaso; L.S.S. (1971) Pontifical Biblical Institute; Th.D. (1977) Harvard Divinity School; A.M. (hon. 1990) Amherst College.

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Lawrence Douglas, *Mellon Visiting Assistant Professor of Law, Jurisprudence and Social Thought.* A.B. (1982) Brown University; M.A. (1986) Columbia University; J.D. (1989) Yale Law School.

Susan A. Duffy, *Assistant Professor of Psychology.* B.A. (1971) Radcliffe College; Ed.M. (1975) Harvard University; Ph.D. (1983) University of Michigan.

Thomas L. Dumm, *Associate Professor of Political Science.* B.A. (1976), M.A. (1978) Pennsylvania State University; Ph.D. (1984) Cornell University.

Henry F. Dunbar, *Professor of Physical Education.* A.B. (1944) Amherst College; M.A. (1949), Ph.D. (1950) Columbia University.

Jamal J. Elias, *Assistant Professor of Religion.* B.A. (1983) Stanford University; M.A. (1985) University of Pennsylvania; M.A. (1987), Ph.D. (1991) Yale University.

Frederick K. Errington, *Visiting Lecturer in Anthropology/Sociology.* B.A. (1962) Wesleyan University; Ph.D. (1970) Cornell University.

Paul W. Ewald*, *Associate Professor of Biology.* B.Sc. (1975) University of California at Irvine; Ph.D. (1980) University of Washington.

Richard D. Fink, *George H. Corey Professor of Chemistry.* A.B. (1958) Harvard University; Ph.D. (1962) Massachusetts Institute of Technology; A.M. (hon. 1971) Amherst College; L.H.D. (hon. 1988) Doshisha University.

Judith E. Frank*, *Assistant Professor of English.* B.A. (1981) The Hebrew University of Jerusalem; M.A. (1986), M.F.A. (1987), Ph.D. (1990) Cornell University.

Michael L. Friedmann, *Joseph and Grace W. Valentine Professor of Music.* B.A. (1967) Brandeis University; M.A. (1969), Ph.D. (1974) Harvard University.

Jyl Gentzler, *Assistant Professor of Philosophy.* A.B. (1985) Bryn Mawr College; M.A. (1988), Ph.D (1991) Cornell University.

Alexander George*, *Assistant Professor of Philosophy.* B.A. (1979) Columbia College; M.A. (1983), Ph.D. (1986) Harvard University.

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Deborah B. Gewertz†, *Professor of Anthropology.* B.A. (1969) Queens College; Ph.D. (1977) City University of New York; A.M. (hon. 1988) Amherst College.

Kate Gilbert, *Visiting Assistant Professor of Law, Jurisprudence and Social Thought.* B.A. (1982) Harvard University; M.Phil. (1986) Yale University.

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Peter J. Gooding, *Professor of Physical Education and Director of Athletics.* D.L.C. (1964) Loughborough College; M.S. (1967) University of Massachusetts at Amherst; A.M. (hon. 1981) Amherst College.

Robert Gooding-Williams, *Associate Professor of Philosophy and Black Studies.* B.A. (1975) Yale College; Ph.D. (1982) Yale University.

Joel E. Gordon†, *Stone Professor of Natural Science.* B.A. (1952) Harvard University; Ph.D. (1958) University of California at Berkeley; A.M. (hon. 1969) Amherst College.

George S. Greenstein, *Professor of Astronomy.* B.S. (1962) Stanford University; Ph.D. (1968) Yale University; A.M. (hon. 1983) Amherst College.

Frederick T. Griffiths, *Professor of Classics.* B.A. (1969) Yale College; M.A. (1972), Ph.D. (1974) Harvard University; A.M. (hon. 1984) Amherst College.

Friederike Groschupf, *Visiting Lecturer in German.* M.A. (1988) University of Massachusetts at Amherst.

Robert F. Grose, *Professor of Psychology.* B.A. (1944), M.S. (1947), Ph.D. (1953) Yale University; A.M. (hon. 1970) Amherst College.

Werner L. Gundersheimer, *Adjunct Professor of History and Director of the Folger Shakespeare Library.* A.B. (1959) Amherst College; M.A. (1960), Ph.D. (1963) Harvard University.

Allen Guttmann, *Professor of English and American Studies.* B.A. (1953) University of Florida; M.A. (1956) Columbia University; Ph.D. (1961) University of Minnesota; A.M. (hon. 1971) Amherst College.

Janet Gyatso, *Assistant Professor of Religion.* B.A. (1972), M.A. (1974), Ph.D. (1981) University of California at Berkeley.

John B. Halsted, *Winkley Professor of History.* B.A. (1948), M.A. (1949) Wesleyan University; Ph.D. (1954) Columbia University; A.M. (hon. 1966) Amherst College.

David E. Hansen, *Associate Professor of Chemistry.* Sc.B. (1979) Brown University; Ph.D. (1986) Harvard University.

Tekla Harms, *Assistant Professor of Geology.* A.B. (1977) Bryn Mawr College; M.Sc. (1982) Queens University, Kingston, Ontario; Ph.D. (1986) University of Arizona.

Hugh D. Hawkins, *Anson D. Morse Professor of History and American Studies.* B.A. (1950) DePauw University; Ph.D. (1954) The Johns Hopkins University; A.M. (hon. 1969) Amherst College.

William W. Heath, *L. Stanton Williams Professor of English.* A.B. (1951) Amherst College; M.A. (1952) Columbia University; Ph.D. (1956) University of Wisconsin.

Donald Hedrick, *Visiting Professor of English.* A.B. (1969) University of Kansas; M.A. (1972), Ph.D. (1974) Cornell University.

Mareike Herrmann, *Visiting Lecturer in German.* M.A. (1989) Bowling Green State University.

Leah D. Hewitt*, *Associate Professor of Romance Languages (French).* B.A. (1972) Kent State University; M.A. (1974), Ph.D. (1979) University of California at Berkeley.

William M. Hexter, *Edward S. Harkness Professor of Biology.* B.A. (1949), M.A. (1951), Ph.D. (1953) University of California at Berkeley; A.M. (hon. 1966) Amherst College.

Robert C. Hilborn, *Professor of Physics.* B.A. (1966) Lehigh University; M.A. (1967), Ph.D. (1971) Harvard University; A.M. (hon. 1987) Amherst College.

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Margaret R. Hunt, *Assistant Professor of History and Women's and Gender Studies.* A.B. (1976) Radcliffe College; M.T.S. (1978) Harvard Divinity School; Ph.D. (1986) New York University.

Larry R. Hunter, *Associate Professor of Physics.* B.A. (1974) Columbia University; M.A. (1978), Ph.D. (1981) University of California at Berkeley.

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FIVE COLLEGE APPOINTMENTS

Nadia Maria El Cheikh, B.A., Visiting Assistant Professor of Arabic
Ngugi wa Thiong'o, B.A., Distinguished Visiting Professor of Literature

FELLOWS AND OTHER VISITING SCHOLARS

Yvonne P. Chireau, Five College Fellow in Religion
Petra N. Turowski, Ph.D., Dreyfus Post-Doctoral Fellow in Chemistry

Shiro Yamada, Doshisha Fellow in History
Michio Yonekura, Visiting Fellow of Fine Arts
Vladislav Zubok, Karl Loewenstein Fellow in Political Science and Jurisprudence

TEACHING ASSOCIATES AND ASSISTANTS

Tatyana Babyonyshev, M.A., *Russian*
Takeshi Han'ura, M.S.C.E., *Asian Languages and Civilizations (Japanese)*
Miho Ohno, M.A., *Asian Languages and Civilizations (Japanese)*
Tong Shen, M.A., *Asian Languages and Civilizations (Chinese)*
Ziaoling Yin, M.A., *Asian Languages and Civilizations (Chinese)*

SENIOR RESEARCH ASSOCIATE

Daniel Krause, Jr., Ph.D., *Physics*

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Elizabeth M. Beaudoin, M.A., *Biology*
Alexei A. Bogdanov, Jr., Ph.D., *Biology*
Anna Bogdanova, Ph.D., *Biology*
Doreen E. Brown, M.S., *Chemistry*
G. Raymond Green III, Ph.D., *Biology*
Peter S. Hamlen, A.B., *Chemistry*
Susan A. Keys, M.S., *Biology*
Cynthia D. McCahon, B.A., Chemistry
Michele A. McGuirl, B.S., *Chemistry*
Robert M. Smith, Jr., B.S., *Chemistry*
Xiao Jing Tang, M.S., *Biology*
Michael D. Thimblin, B.S., *Chemistry*
Bret M. Ver Hoven, B.S., *Biology*

LANGUAGE ASSISTANTS

Nicolas Boisgrollier, *French*, Levy-Despas Fellow
Laure Goldstein, *French*, École Normale Supérieure, Paris
Alexandra Mahlmann, *German*, Göttingen University
Corinne Mouilleseaux, *French*, University of Dijon
Dagmar Powitz, *German*, Göttingen University

COPELAND FELLOWS

Rikki Ducornet
Andrew Kahn
Clara Pinto-Correia
Ethan J. Temeles

FACULTY COMMITTEES

Committee of Six. Professors Bailey, Couvares, Fink, O'Hara, Olver, and Peterson; President Pouncey (*ex officio*); Dean Rosbottom (Secretary, *ex officio*).

Academic Standing. Professors Benítez-Rojo, Duffy, and R. Sweeney; Deans Cary *(ex officio)*, Case, Gentile *(ex officio)*, Lee, Lieber (Chair), J. Johnson *(ex officio)*, Little, Moss, and Weigel; Mr. Mager (Secretary, *ex officio*).

Admission and Financial Aid. Professors Barale, Gooding-Williams (Chair), Velleman, and Westhoff; Deans Case *(ex officio)*, Leiber *(ex officio)*, and Reynolds (Secretary, *ex officio*); Monica A. Jones '92, Colleen K. McQuillen '94, and Carisa N. Olivo '92.

Affirmative Action and Personnel Policies. Professors de la Carrera, Goheen, Levin, and Pitkin; Deans Moss, Affirmative Action Officer *(ex officio)*, and Whittingham; Mr. Wiltsie *(ex officio)*.

Archives. Professor Pritchard, Messrs. Bridegam *(ex officio)* and Lancaster *(ex officio)*; Ms. D'Arienzo *(ex officio)*.

Campus Center Advisory Council. Professor O'Connell.

College Council. Professors Dumm, S. George, and Morgan (Chair); Deans Lee, Lieber *(ex officio)*, and J. Johnson.

College Housing. Professors Crowley, P. Marshall, Townsend, and Zajonc; Messrs. Wiltsie *(ex officio)* and Wingblade *(ex officio)*.

Discipline. Professors Debra Barbezat, Bumiller, Hilborn, and Wills; Dean Lieber (Chair, *ex officio*); Mary M. Gleason '93, Kyle S. Johnson '93, Anne M. Sawyer '93, and Michael J. Wilson '92.

Educational Policy. Professors Blight, Brandes, Nicholson, Rabinowitz, and Towne; Herschel J. Farbman '93, Shawn Sullivan '94, and Rachel A. Sunley '94.

Faculty Computer. Professors Aries, C. McGeoch, and Weeks; Ms. Steele.

Faculty Grievance. Professors Dougan, Machala, Pritchard, Spratlan, and J. Taubman.

Guidance, Counseling and Health Services. Professors Parker and Williamson; Deans Lieber (Chair) and Little; Drs. May and vanPelt.

Health and Safety. Professors White and Zimmerman; Dean Lieber; Dr. vanPelt; Messrs. Berte, DelManzo, R. Hebert, Wiltsie (Chair), and Wingblade; three students to be appointed by the Dean of Students.

Honorary Degrees. Professors Belt, Campbell, and Upton.

Introduction to Liberal Studies. Professors Cheyette, Greenstein, and Upton (Chair).

Lecture and Eastman Fund. Professors Greenstein, Hunter, Sarat (Chair), and Will.

Library. Professors Dennerline, Gentzler, and M. Marshall; Mr. Bridegam *(ex officio)*; Joshua F. Brockman '92 and Catherine A. Miller '94.

Orientation. Professors Cobham-Sander and Elias; Deans Lee, Moss, and Weigel (Chair); three students to be appointed.

Physical Education and Athletics. Professors Chickering and Gooding (Chair); Mses. Everden and Zawacki, Mr. Hixon; Dean Lieber *(ex officio)*, Dr. vanPelt *(ex officio)*; Robert A. Cooper '93, John E. Keenan III '92, and David B. Tashjian '92.

Priorities and Resources. Professors Hexter (Chair), Kennick, and Kohler; President Pouncey *(ex officio)*; Dean Rosbottom *(ex officio)*, Ms. Siegel *(ex officio)*.

Research Awards. Professors Babb, Chickering, and Dooley.

Security Advisory. Deans Lieber (Chair) and Tuleja; Professor Sánchez-Eppler; Messrs. Berte, Wingblade, and Zaniewski; James H. Dickerson '94 and Jason D. Oxman '93.

Special Programs. Professors Gyatso, Ratner, and W. Taubman; Dean Lieber *(ex officio)*.

Student Fellowships. Professors Armacost (Chair), Griffiths, Vogel, Williamson, and Yarbrough; Dean Case (Secretary, *ex officio*).

Term Trusteeship, Advisory. Two faculty members to be elected.

Five College Representative to the University of Massachusetts Graduate Council. Professor Belt.

Premedical Advisor. Professor Hexter.

Administrative and Professional Officers

*On leave 1991-92.

Peter R. Pouncey, *President of the College.* B.A. (1964), M.A. (1967) Oxford University; Ph.D. (1969) Columbia University; A.M. (hon. 1985) Amherst College; LL.D. (hon. 1986) Williams College; L.H.D. (hon. 1987) Doshisha University; LL.D. (hon. 1989) Wesleyan University; L.H.D. (hon. 1990) Trinity College.

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II

AMHERST COLLEGE

Amherst College

AMHERST COLLEGE looks, above all, for men and women of intellectual promise who have demonstrated qualities of mind and character that will enable them to take full advantage of the College's curriculum. The College seeks qualified applicants from different races, classes, and ethnic groups, students whose several perspectives might contribute significantly to a process of mutual education within and outside the curriculum. Admission decisions aim to select from among the many qualified applicants those possessing the intellectual talent, mental discipline, and imagination that will allow them most fully to benefit from the curriculum and to contribute to the life of the College and of society. Grades, standardized test scores, essays, recommendations, independent work, the quality of the individual's secondary school program and achievements outside the classroom are among the factors used to evaluate this promise, but no one of these measures is considered determinative.

Founded in 1821 as a non-sectarian institution for "the education of indigent young men of piety and talents for the Christian ministry," Amherst today is an independent liberal arts college for men and women. Its approximately 1,570 students come from most of the fifty states and many foreign countries.

The campus is near the center of the town of Amherst, adjacent to the town common. A few miles away are four other institutions of higher learning—Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts—with which Amherst engages in a number of cooperative educational programs.

The College offers the bachelor of arts degree and cooperates with the University of Massachusetts in a Five College Ph.D. program. The College curriculum involves study in the humanities, the social sciences, and the natural sciences and combines a broad education with knowledge of some field in depth. Emphasis falls upon each student's responsibility for the selection of an appropriate program.

Some students may engage in independent study free of formal courses in their Junior and Senior years; Honors work—the intensive consideration of a limited subject—is encouraged and in recent years has been undertaken by nearly half of the graduation class.

Whatever the form of academic experience—lecture course, seminar, conference, studio, laboratory, independent study at various levels—intellectual competence and awareness of problems and methods are the goals of the Amherst program, rather than the direct preparation for a profession. The curriculum enables students to arrange programs for their own educational needs within established guidelines. Faculty advisors, representing all academic departments, assist undergraduates in their course selections; but the ultimate responsibility for a thoughtful program of study rests with the individual student.

The College's Faculty is engaged in two primary activities: first, the education of undergraduates; and, second, research and writing. Its 164 full-time members hold degrees from colleges and universities throughout this country and abroad. Classes range in size from several courses of about five students to a few lecture courses of 150 to 200 students; about 75 percent of the classes and sections have twenty-five students or fewer.

Amherst has extensive physical resources: a library of approximately 716,400 volumes, science laboratories, a mathematics and computer science building, theater, gymnasium, swimming pool, skating rink, squash and tennis courts, playing fields, a museum of fine arts and another of natural sciences, a music building and concert hall, a dance studio, a central dining hall for all students, a campus social center that includes a snack bar and movie theater, dormitories, language laboratory, and classroom buildings. There are a wildlife sanctuary and a forest for the study of ecology, an observatory and a planetarium, and varied equipment for specialized scientific research. At Amherst, and at its neighboring institutions, there are extensive offerings of lectures, concerts, plays, films, and many other events.

The College provides a variety of services to support the academic work of students. In addition to the advising and teaching support provided by the Faculty, the services include a tutorial program, reading and study skill classes, an Interterm pre-calculus course, a full-time writing counselor, and tutoring for students for whom English is a second language. For more details, please contact the Office of the Dean of Students.

Amherst has a full schedule of intercollegiate athletics for men and women in most sports. About 85 percent of all students participate in the physical education program or in organized intramural athletics.

Undergraduates may also take part in a variety of other extracurricular activities: journalism, public service, publishing, broadcasting, music, dramatics, student government, College committees, and a wide assortment of specialized interests. Religious groups, working independently or through the religious advisors, maintain a program of worship services, Bible study, community service projects, and other activities.

Most graduates continue their formal education to enter such professions as teaching, medicine, law, and business. At Amherst, presumably they have only begun their life-long education at "commencement," but have developed attitudes and values that will encourage them to participate thoughtfully and generously in the service of humanity.

FIVE COLLEGE COOPERATION

Amherst is joined with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in a consortium that sponsors a variety of cooperative programs and enterprises. The goal of cooperation among the five colleges is to enrich the educational opportunities available to students by providing them with access to the resources of all five institutions.

Students are entitled to participate in a course interchange program which allows them to construct up to one half of their program from liberal arts courses at the four other colleges without additional cost. (See page 68 for further information.) Also freely available to students are the libraries of each institution. The oldest of the Five College cooperative ventures is the Hampshire Inter-Library Center (HILC). For 25 years the Center maintained a separate collection of research materials. These materials have been dispersed among the five member libraries. The present and continuing emphasis of the Center is on the sharing and enhancement of the total resources and the services of the Five College libraries.

A monthly calendar of lectures, concerts and other cultural events on all five campuses is published and distributed to the Five College community. Access to classes, libraries, and extracurricular activities is made feasible by a free transportation system connecting all five campuses.

An FM radio station (WFCR 88.5) is supported by all five colleges. It is managed by the University with the advice of a board made up of representatives of the cooperating institutions. The five colleges also cooperate in sponsoring *The Massachusetts Review,* a quarterly of literature, the arts, and public affairs.

Academic cooperation includes two joint departments—Astronomy and Dance—and coordinated programs in Afro-American Studies, East Asian Studies, Latin American Studies and Linguistics. Joint faculty appointments make possible the presence of talented professors in highly specialized areas. Five College senior appointments bring to the area distinguished international figures, listed on pages 307-314.

Lists and descriptions of Five College programs and courses are printed annually and are available in the Registrar's Office.

EXCHANGE PROGRAMS AND STUDY ABROAD

The College encourages students to participate in educational programs at other institutions in the United States and abroad. In addition to the following programs sponsored or co-sponsored by Amherst, students may participate in programs offered by other American or foreign institutions. For further information and guidelines concerning educational leave from the College, see page 58.

Selected students may participate in Independent Study projects under guidance from a teacher at Amherst College without enrollment at host institutions and may pursue their studies elsewhere in the United States or abroad.

The Twelve College Exchange

Within the Northeast, the College has special exchange arrangements with Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wheaton, and Williams Colleges, and Wesleyan University, which together form the Twelve College Exchange Program. This arrangement gives students who wish to take advantage of special programs not available in the Five College area, or who wish to experience a similar, but different, college environment, the opportunity to do so with the minimum of difficulty. Further information is available from the Twelve College Exchange coordinators of the participating colleges. The coordinator for Amherst College is Assistant Dean of Students Frances Tuleja.

The Williams College-Mystic Seaport Program in American Maritime Studies

This program is available to undergraduate participants through the Twelve College Exchange program. Its purpose is to provide undergraduates with the opportunity to focus one semester of their studies on man's relationship with the sea. Further information is available in the Office of the Dean of Students.

The National Theatre Institute

Through a Twelve College Exchange arrangement, undergraduate participation in the program of the National Theatre Institute, Waterford, Conn., is possible. Further information is available in the Office of the Dean of Students.

The Associated Kyoto Program

The Associated Kyoto Program, sponsored by Amherst and eleven other institutions, is hosted by Doshisha University in Kyoto, Japan. It emphasizes direct and intensive contact with the Japanese and aims to develop in students an understanding of Japan's culture, history, language, and contemporary problems. The program carries credit equivalent to a full academic year's course work. About fifty students are admitted each year, with applicants from member institutions receiving priority. Information can be obtained from Professors Ray A. Moore or Wako Tawa or Assistant Dean of Students Jane Cary.

Göttingen Exchange

Amherst maintains a student exchange program with Göttingen University in the Federal Republic of Germany. Each year, upon application to the Department of German, two Amherst students are selected to attend Göttingen for a full academic year. In return, Amherst accepts two Göttingen students to study at the College and to serve as Language Assistants in the German Department. Amherst applicants should have the equivalent of fourth-semester proficiency in the German language. Details about the exchange programs may be obtained from the Department of German.

Doshisha University

THE COLLEGE'S relationship with Doshisha University offers various opportunities for students and faculty to study, to research, and to teach in Japan. Located in Japan's ancient imperial capital of Kyoto, The Doshisha was founded by Joseph Hardy Neesima of the Class of 1870, the first Japanese to graduate from a Western institution of higher learning. Neesima stowed away aboard a clipper ship from Japan while that country was still officially "closed." From the China Coast he eventually arrived in 1865 aboard a ship owned by Alpheus Hardy, who was a trustee of both Phillips Academy, Andover, and Amherst College.

After graduating from both Andover and Amherst, Neesima returned to Japan to found a Christian college in Kyoto. From this modest start The Doshisha has developed into a complex of educational institutions: Doshisha University, a separate Women's College, four senior and four junior high schools and a kindergarten, with a total enrollment of approximately 32,000 on five different campuses. The Doshisha is one of the oldest and best known private educational institutions in Japan.

Scores of Amherst graduates have taught at The Doshisha, and since 1922, except for the war years, Amherst has maintained a resident instructor at Doshisha University. Since 1947, Professor Otis Cary of the Class of 1943 has represented Amherst College at Doshisha, taught American history at the University, and served in a number of other capacities.

Through the generosity of alumni and friends of the College, Amherst House was built on the Doshisha University campus in 1932 as a memorial to Neesima and to Stewart Burton Nichols of the Class of 1922, the first student representative. Amherst House now serves as a dormitory for some twenty Doshisha students. Since 1958, a graduating Senior has been selected annually as the Amherst-Doshisha Fellow to live in Amherst House and teach English for one year. In 1962, the College, thanks to further generosity of friends and alumni, built a guest house of modern Japanese design, which includes quarters for the Representative, three guest suites, and dining facilities. In 1979 a traditional rustic teahouse, *Muhinshuan*, was donated by the family of a Japanese alumnus and rebuilt in a corner of the Amherst House grounds, lending cultural atmosphere appropriate to Kyoto.

In 1971 the College took the lead in organizing the Associated Kyoto Program (AKP), a junior-year program at Doshisha University for Amherst students and others who wish to pursue the study of Japanese language, culture, and history. This program offers the main avenue today for both student and faculty contact with Doshisha University. With offices on Doshisha's main campus since 1971, the AKP, sponsored by thirteen American liberal arts colleges, has hosted more than 450 American undergraduates for a year of study in Kyoto and has awarded more than forty fellowships to American and Japanese faculty to participate in educational exchange for periods of one or two semesters. Opportunities for participation in the AKP are announced early in the fall semester every year.

Since 1976 an arrangement with Doshisha University has been established which permits a member of one of the six Faculties (Theology, Letters, Law, Economics, Commerce, Engineering) to spend a year's leave at Amherst. Amherst also hosts an annual summer program for more than thirty selected Doshisha students under faculty direction who come to the College for intensive English for credit.

The Folger Shakespeare Library

THE FOLGER SHAKESPEARE LIBRARY in Washington, D.C., was established in 1932 under the governance of The Trustees of Amherst College by the will of Henry Clay Folger, Class of 1879, and his wife, Emily Jordan Folger. The Folgers' original collection of Shakespeareana remains the largest and most complete in existence today. Subsequent acquisitions have enabled the Library now to claim the largest accumulation of English language publications from 1475 to 1640 outside of England, as well as other important Continental Renaissance materials. Folger holdings span a broad range of subjects and include books, manuscripts, documents, paintings, illustrations, tapestries, furnishings, musical instruments, musical scores, and curios from the Renaissance and theater history.

Located 100 yards from the U.S. Capitol, next to the Library of Congress, the Folger collection is housed in a unique building widely considered among the loveliest in the nation's capital. Inside its elegant art deco marble exterior is an Elizabethan great house with vaulted ornamental plaster ceilings, richly panelled walls, stone and tile floors, and windows of leaded and stained glass. Scholars from all over the world use the Reading Room, modeled after a Tudor banqueting hall, and its luminous modern addition, which opened in 1983. Beneath the Reading Room are two block-long subterranean vaults where the collection is processed and stored. Exhibitions from the collection are mounted in the Great Hall, a Tudor long gallery that is open to the public without charge six days a week. An adjacent theater, designed after an Elizabethan innyard playhouse, is the home of the Shakespeare Theater at the Folger, which offers a full season of professional plays.

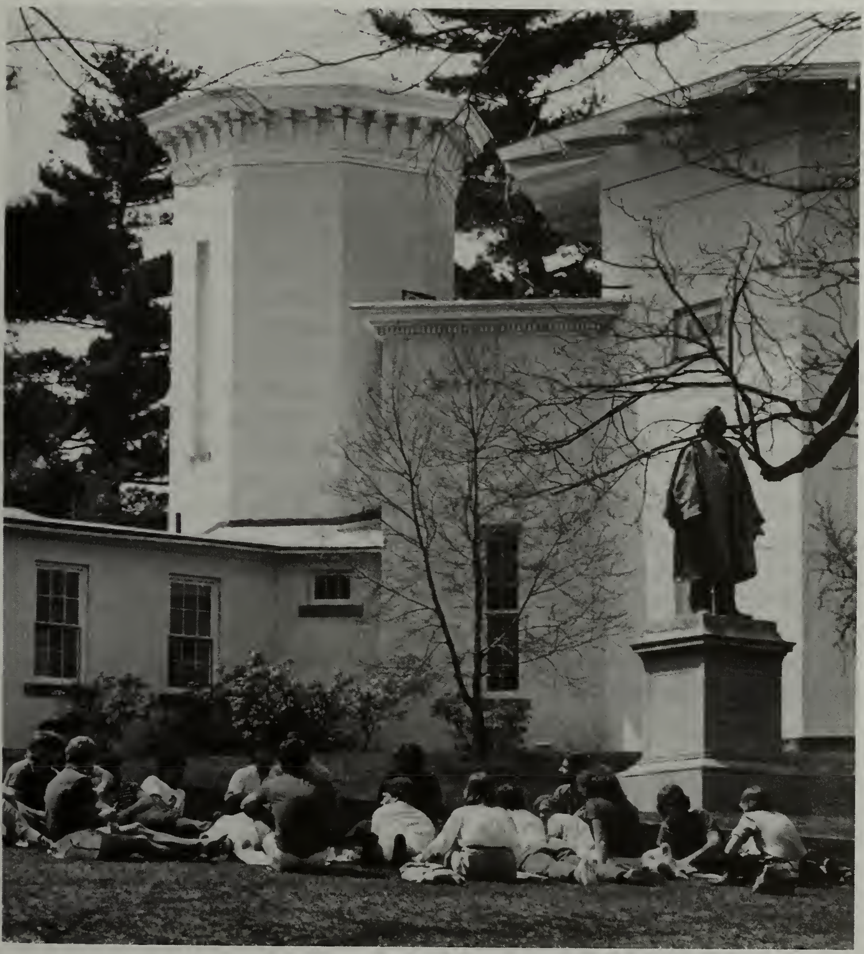
The Folgers intended the Library to be an active educational center "for the promotion and diffusion of knowledge in regard to the history and writings of Shakespeare." Today the Library serves not only as a resource for scholars, but also as a cultural center presenting over 100 public concerts, literary readings, lectures, and other events during the year; as an academic institution offering more than a dozen advanced seminars under the auspices of the Folger Institute; and as a center for the pre-college teaching of Shakespeare in American schools. Over 200,000 visitors attend exhibitions and events at the Folger each year. Thousands more enjoy the national broadcasts of the Folger Consort, which is in residence at the Library. Others refer to the Library's publications, including texts and teaching materials for schools, scholarly monographs, and the *Shakespeare Quarterly.*

FOLGER LIBRARY OFFICERS

Werner L. Gundersheimer, Ph.D., *Director*
Philip A. Knachel, Ph.D., *Associate Director*
Thomas McCance, Jr., M.A., *Director of Development*
Barbara A. Mowat, Ph.D., *Director of Academic Programs*
Janet A. Griffin, M.A., *Director of Public Programs*
Nati Krivatsy, Ph.D., *Reference Librarian*
Elizabeth Niemyer, B.A., *Acquisitions Curator*
Richard T. Goodman, M.P.A., *Business Manager*

III

ADMISSION
TUITION AND FEES
FINANCIAL AID



Admission

ALTHOUGH admission to Amherst College is highly competitive, there is no rigid formula for gaining admission. We are particularly interested in students with a strong intellectual perspective and curiosity about a broad range of knowledge. We seek applicants from a variety of races, classes, ethnic and economic groups, whose multiple perspectives will contribute significantly to a process of mutual education both in and outside the classroom.

While there is no precise list of secondary school courses required for entrance, we strongly recommend the following as a reasonable preparation for a liberal arts education at Amherst, with the understanding that content and availability will vary from school to school:

> English—four years; Mathematics—through pre-calculus; three or four years of one Foreign Language; two years of History and Social Science; at least three years of Natural Science, including one year of a Laboratory Science.

We evaluate candidates in terms of both achievement and promise, emphasizing the extent to which the student has taken advantage of educational opportunities presented. The Admission Committee acts on each application regardless of the candidate's ability to pay charges. We offer financial aid, within the resources of the College at the level of demonstrated need, to all accepted candidates.

All applicants for admission must complete three Achievement Tests administered by the College Board, plus either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). One achievement should be the English Composition Test or the English with Essay. Students whose first language is not English should take the TOEFL exam. Amherst does not accept the Common Application.

With rare exceptions, degree candidates at Amherst are full-time students. Persons not regularly enrolled may take courses, receive grades, and secure transcripts. No part-time student may be admitted to a course without the consent of either the instructor or the Chair of the department concerned.

The Office of Admission is responsible for answering inquiries and providing information for all applicants. For information, publications pertaining to admission, and an application write:

Dean of Admission
Wilson Admission Center Box 2231
Amherst College
P.O. Box 5000
Amherst, MA 01002-5000

For information on readmission see page 59.

TRANSFERRING TO AMHERST

Each year Amherst admits transfer students, most for enrollment in September and a few for matriculation at the end of January.

Since the late 1960s the College has established a strong tradition of admitting community college graduates, veterans and other individuals whose experience in the work world will add a special dimension to student life. Applicants with backgrounds from academic institutions unlike Amherst are also given special attention.

Regardless of age or previous academic achievement, successful candidates are those who have unusual curiousity about learning and the motivation needed to thrive as non-traditional students at Amherst. Transfer applicants must present enough credits to earn full sophomore standing and may not graduate from Amherst without two complete years of academic work from the College.

INTERNATIONAL STUDENT ADMISSION

Amherst welcomes applications from students living outside the United States, as well as non-citizens who attend school in this country. All candidates should understand that admission is very competitive and requires exceptional academic credentials. Financial aid for international students is limited.

Tuition and Fees

A CANDIDATE'S formal application for admission should be accompanied by a $45 application fee in check or money order payable to Amherst College. Upon notification of admission to the College a candidate is required to return with his or her acceptance a non-refundable advance payment of $200 which will be credited in full on the first term bill.

Comprehensive Fee (Tuition, Room, Board)	$21,290
Student Activities Fee	193
Residential Life Fee (not required of off-campus residents)	32
Campus Center Program Fee	40
Student Health Insurance (optional)	220
	$21,775

The first semester bill in the amount of $10,797.50 is mailed to all parents in July and is due and payable on or before August 16, 1991. The second semester bill totaling $10,977.50 is mailed in December and is due and payable on or before January 10, 1992. All College scholarships, Knight Tuition Plan payments, and any other cash payments received prior to mailing will appear as credits on the bill.

Student clearance cards will be issued by the Comptroller's Office upon payment of the College bill. These cards must be obtained before course cards may be picked up.

The fee for the support of various activities of the student body for 1991-92 is determined by the Student Allocations Committee. The $193 fee is turned over to the Student Allocations Committee for disbursement to more than forty student organizations, clubs, special interest groups and activities. Six dollars of the fee helps to underwrite the Five College Performing Arts Program. This cooperative program entitles students at Amherst College (as well as students at Smith, Hampshire and Mount Holyoke Colleges and the University of Massachusetts) to receive a one-half price ticket discount for all Fine Arts Center sponsored programs. The fee also contributes to the support of the student newspapers, magazines, radio station, yearbook, tutorial and hospital service commitment and student government. In addition to the Student Activities Fee, there is a $32 Residential Life Fee and a $40 Campus Center Program Fee which are used to promote all campus programs.

The charge of $220 appears on the comprehensive bill for twelve months of Accident and Sickness Insurance for the period September 1, 1991, through August 31, 1992. Any clinical services provided on campus at the Amherst College Student Health Service are covered by the comprehensive fee for all Amherst College students. Further details concerning the Student Health Services and the Student Health Insurance Plan appear in the Amherst College Student Handbook.

Continuing and returning students are also required to pay before March 15, 1992, a non-refundable Advance Tuition Deposit.

Each new student, or former student reentering, is charged a $100 guarantee deposit, which is refundable after graduation or withdrawal from college, less any unpaid charges against his or her account.

Miscellaneous charges such as fees for late registration, extra courses, library fines, lost or damaged property, etc., are payable currently when incurred.

Payment Plans

For those who wish the convenience of monthly payments, arrangements have been made for both pre-payment plans and loan plans, including insurance for continued payment in case of death or disability of the parent. For further details write to: The Knight Tuition Payment Plans, 855 Boylston Street, Boston, Massachusetts 02116-9854.

Tuition Changes

Despite every effort to maintain College fees at the lowest possible level, it has been necessary to increase the tuition fee at Amherst in each of the past twenty-two years. Therefore, students and their parents are advised that such increases may well be necessary in subsequent years. The College attempts to notify students of tuition changes as early as possible during the preceding academic year. Financial aid awards will be based on the schedule of fees in effect during the year of the award. Students who may require financial aid as the result of tuition changes are eligible to make application whenever necessary.

Refund Policy

In case of withdrawal before the opening day of a semester, all charges except the Advanced Tuition Deposit will be cancelled. (See also Conduct, page 53.)

Refund of payment for or credit on student accounts in the event of withdrawal are as follows:

TUITION

Period of attendance calculated from day of first scheduled classes:

Prior to first day—100%	$8,245
1 day to 2 weeks—80%	6,596
2 weeks to 3 weeks—60%	4,947
3 weeks to 4 weeks—40%	3,298
4 weeks to 5 weeks—20%	1,649
5 weeks or more	no refund

ROOM AND BOARD

Refund shall be made on a per diem basis for any student who withdraws voluntarily or who is dismissed from the College during a semester.

SCHOLARSHIP GRANTS

Scholarship grants are cancelled in full when determining cash refunds.

The officer having general supervision of the collection of tuition and fees and refund policy is the Comptroller.

Financial Aid

IN a sense, every student at Amherst College is on scholarship. Beginning in September 1991, the comprehensive charge for tuition, room and board will be $21,290 and yet the education of each student costs the College more than $38,000 per year. General endowment income, gifts and grants to the College supply the difference.

For those students who cannot afford the regular charge, financial aid is available from a variety of sources. Through the years, alumni and friends of the College have contributed or bequeathed capital funds with the income to be used for scholarship and loan assistance to worthy students. Some, such as those designated for candidates for the ministry or for students from certain geographical areas, are restricted in use. For the most part, however, the income from these funds may be used at the discretion of the College.

Each year the alumni of the College through the Alumni Fund contribute a substantial sum for scholarship and financial aid purposes. Several Amherst Alumni Associations also provide special regional scholarships to students from their areas. Such awards are currently sponsored by the Chicago, Connecticut, New York City, Northern California, Northern Ohio, St. Louis, Southern California, and Washington, D.C. Associations. Without these alumni contributions, the College could not maintain its present financial aid program.

Additional financial aid is available to Amherst students from sources outside the College. A number of foundations and corporations grant funds which the College distributes on the basis of high merit and financial need. The College also participates in the College Work-Study, the Pell Grant, the Supplemental Educational Opportunity Grant, the Stafford Loan (formerly Guaranteed Student Loan), the Perkins Loan (formerly National Direct Student Loan), Parent Loan for Undergraduate Students, and Supplemental Loans for Students programs of the federal government.

Amherst College has a broad financial aid program in which scholarship grants, loans and student employment all play an important part. Over two-fifths of the students receive scholarship grants; almost one-half receive loan and employment assistance.

FINANCIAL AID POLICY AND PROCEDURE

The College grants financial aid only in cases of demonstrated financial need. Students' financial needs are calculated by subtracting from estimated academic year expenses the amount which they and their families may reasonably be expected to supply. Academic year expenses include tuition, room, board and fees and allowances for books and personal expenses and for transportation. The family contribution is computed in accordance with the need analysis procedure prescribed in the Higher Education Act and calculated by the College Scholarship Service and amended in individual cases by Amherst College policy. The College assumes further that students will assist in financing their education through summer employment and part-time jobs during the college year.

Financial aid awards are generally a combination of scholarship grant and self-help opportunities. Under normal circumstances, after allowances have been made for parental contributions and student contributions from savings and income (usually from summer employment), the initial $3,800-$3,957 of applicants' demonstrated needs will be met with a combination of college-year employment and long-term, moderate-interest loans. Within the resources of the College, students may expect to receive gift aid to cover the balance of their needs. Student loans require no payment of interest or principal before graduation from Amherst. The loans are repayable on a monthly basis within a ten-year period at a moderate rate of simple interest. Repayment may be deferred for graduate school, and there are various other provisions for deferment and, in some cases, cancellation of student loans.

Receipt of scholarship grants is not contingent upon acceptance of a loan; many students prefer to earn more money during the summer or at college so that less loan is needed. Conversely, students who are unable to meet the summer-earning expectation by reason of unusual circumstances or educational summer-time opportunities or who find it difficult to undertake campus employment may petition for an increase in loan to cover the difference. A recipient of outside scholarship awards may be subject to reductions in the expected loan and, in some cases, scholarship amount, in accordance with the recipient's financial need.

APPLYING FOR FINANCIAL AID

Application for financial aid should be filed by the candidate at the same time as the application for admission, in no case later than the indicated deadlines. Notification of financial aid awards will be made shortly after the time of admission to the College.

To apply for financial aid, a candidate must submit: (1) an Amherst College Application for Financial Aid, to be completed by the candidate for admission no later than February 1; and (2) a Financial Aid Form, to be completed by the candidate's parents and submitted to the College Scholarship Service no later than February 1. Supplemental information is required of candidates whose parents own or operate a business or farm, whose parents are separated or divorced, or who are independent of parents' support. Copies of income tax returns are required to verify family financial information.

Candidates for admission under the Early Decision program who are also candidates for financial aid may obtain an early financial aid decision as well, if they have filed the Early Version Financial Aid Form and the Amherst College Application for Financial Aid by November 15.

Candidates for transfer who demonstrate financial need are eligible for all financial aid at Amherst College. To be considered, a candidate for transfer to Amherst for the fall semester must file the Amherst College

Application for Financial Aid by March 1 (November 1 for the spring semester) and the Financial Aid Form by March 15 (November 1 for the spring semester). Transfer candidates must submit a financial aid transcript from each other postsecondary institution attended.

Upperclassmen who desire renewal of their financial aid awards or who wish to apply for financial aid for the first time must file applications by April 20. Renewal forms may be obtained in the Financial Aid Office and should be returned directly there. Upperclassmen will receive notification of their financial aid awards in July.

WILLIAM M. PREST BEQUEST

The Faculty of Amherst College, at its meeting of February 29, 1972, passed by unanimous vote a resolution that:

> . . . until such time as it votes to the contrary, the income and a portion of the principal of the Bequest of William M. Prest, Class of 1888, will be used to initiate new approaches to the problem of providing appropriate forms of financial assistance to Amherst College students.

First claim on the Prest funds goes to transfer students at Amherst, with special consideration to graduates of junior and community colleges. The balance of the income—and up to five percent of the principal—has been used to inaugurate the William M. Prest Loan Fund, a program of long-term loans at a moderate rate of interest with a graduated repayment schedule that reflects accurately the earnings expectation of college graduates.

STUDENT LOAN FUND

Through the generosity of friends of the College, the Student Loan Fund has been established from which small short-term loans may be made to students who require funds to meet personal emergencies or other needs for which financial aid funds may not be obtained. In accordance with the conditions set by the donors, use of the Student Loan Fund is limited to students in good scholastic standing whose habits of expenditure are economical. The New England Society's Student Loaning Fund (for New England residents) and the Morris Morgenstern Student Loan Fund provide special interest-free loans on the same short-term basis as other student loans.

ADDITIONAL FINANCIAL AID INFORMATION

A more detailed description of the financial aid program, *Costs and Financial Aid at Amherst College,* is available upon request from the Admission Office. Questions about the financial aid policy of Amherst College should be directed to the Office of Financial Aid Box 2207, Amherst College, P.O. Box 5000, Amherst, Mass. 01002-5000.

IV

GENERAL REGULATIONS
DEGREE REQUIREMENTS

General Regulations

TERMS AND VACATIONS

THE COLLEGE year 1991-92 includes two regular semesters, the first with thirteen weeks and the second with fourteen weeks of classes. In the fall semester is an October break and a Thanksgiving recess. After the Christmas recess, there is a January Interterm. In the spring semester there is a vacation of one week.

All official College vacations and holidays are announced on the College Calendar appearing at the beginning of this catalog.

The January Interterm is a three-week period between semesters free from the formal structures of regular classes, grades, and academic credit. It is, in essence, a time when each student may undertake independent study in a subject or area to which he or she might not have access during the normal course of the year.

Students may center their activities on the campus or elsewhere as they choose. They may read, write, paint, compose, or inquire into some question or concern as inclination, ingenuity, and resources permit. They may wish to explore further or more deeply a subject which has aroused their curiosity or about which they wish to know more.

CONDUCT

It is the belief of Amherst College that those engaged in education should be responsible for setting, maintaining, and supporting moral and intellectual standards. Those standards are assumed to be ones which will reflect credit on the College, its students, and its guests.

The College reserves the right to exclude at any time students whose conduct or academic standing it regards as unsatisfactory; in such cases fees are not refunded or remitted in whole or in part, and neither the College nor any of its officers consider themselves to be under any liability whatsoever for such exclusion.

All are expected to conduct themselves in a manner consistent with the principles set forth in the following three statements. Failure to do so may in serious instances jeopardize the student's continued association with the College.

A. STATEMENT OF INTELLECTUAL RESPONSIBILITY AT AMHERST COLLEGE

Preamble

Every person's education is the product of his or her own intellectual effort and participation in a process of critical exchange. Amherst cannot educate those who are unwilling to submit their own work and ideas to critical assessment. Nor can it tolerate those who interfere with the participation of others in the critical process. Therefore, the College considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others.

Article I Student Responsibility

Section 1. In undertaking studies at Amherst College every student agrees to abide by the above statement.

Section 2. Students shall receive a copy of the Statement of Intellectual Responsibility with their initial course schedule at the beginning of each semester. It is the responsibility of each student to read and understand this Statement and to inquire as to its implications in his or her specific courses.

Section 3. Orderly and honorable conduct of examinations is the individual and collective responsibility of the students concerned in accordance with the above Statement and Article II, Section 3, below.

Article II Faculty Responsibility

Section 1. Promotion of the aims of the Statement of Intellectual Responsibility is a general responsibility of the Faculty.

Section 2. Every member of the Faculty has a specific responsibility to explain the implications of the statement for each of his or her courses, including a specification of the conditions under which academic work in those courses is to be performed. At the beginning of each semester all members of the Faculty will receive with their initial class lists a copy of the Statement of Intellectual Responsibility and a reminder of their duty to explain its implications in each course.

Section 3. Examinations shall not be proctored unless an instructor judges that the integrity of the assessment process is clearly threatened. An instructor may be present at examinations at appropriate times to answer questions.

B. STATEMENT ON FREEDOM OF EXPRESSION AND DISSENT

Amherst College prizes and defends freedom of speech and dissent. It affirms the right of teachers and students to teach and learn, free from coercive force and intimidation and subject only to the constraints of reasoned discourse and peaceful conduct. It also recognizes that such freedoms and rights entail responsibility for one's actions. Thus the College assures and protects the rights of its members to express their views so long as there is neither use nor threat of force nor interference with the rights of others to express their views. The College considers disruption of classes (whether, for example, by the abridgment of free expression in a class or by obstructing access to the place in which the class normally meets) or of other academic activity to be a serious offense that damages the integrity of an academic institution.

C. STATEMENT ON RESPECT FOR PERSONS

Respect for the rights, dignity and integrity of others is essential for the well-being of a community. Actions by any person which do not reflect such respect for others are damaging to each member of the community and hence damaging to Amherst College. Each member of the community should be free from interference, intimidation or disparagement in the work place, the classroom and the social, recreational and residential environment.

Harassment

Amherst College does not condone harassment of any kind, against any group or individual, because of race, religion, ethnic identification, age, handicap, gender or sexual orientation. Such harassment is clearly in conflict with the interests of the College as an educational community and in many cases with provisions of law.

Sexual Harassment

Because sexual harassment had proven to be a particularly persistent form of disrespect for persons, the faculty on May 23, 1985, passed the following statement:

"Unwelcome sexual advances, requests for sexual favors and other unwelcome verbal or physical conduct of a sexual nature constitutes sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic work, or participation in social or extracurricular activities; (2) submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance, or creating an intimidating, hostile or demeaning working, academic or social environment."

Amherst College is committed to the prevention of any form of sexual harassment and to promoting increased awareness on the part of all individuals of when their actions might be perceived as such harassment. Because individuals might unintentionally act in a manner which others experience as sexually harassing or humiliating, it is important for all persons to understand as clearly as possible what constitutes sexual harassment.

As indicated by the Faculty statement above, a broad range of behavior is categorized as sexual harassment. In order to clarify its nature, the College Council has drawn up and the Faculty has endorsed the following more specific description:

Sexual harassment occurs when a position of authority is used to threaten the imposition of penalty or the withholding of benefit in return for sexual favors, whether or not the attempt is successful. It should be noted that the potential for sexual harassment exists in any sexual relationship between a student and a member of the administration or faculty.

There are, however, many kinds of behavior which constitute sexual harassment regardless of the degree of authority of the persons involved. Sexual harassment may range from the most egregious (i.e., sexual assault) to more subtle forms. Sexual conduct which is not freely agreed to by both parties can constitute sexual harassment, as can unwelcome sexual advances or physical or verbal insult of a sexual nature. It should be noted that sexual harassment may involve "just talk." Sexual slurs or derogatory language directed at another person's sexuality are also forms of sexual harassment. More generally, the statement on Respect for Persons requires that a person's sex and sexual orientation be treated with respect. It does not, however, purport to regulate anyone's beliefs, attitudes or feelings.

Members of the Amherst College Community who believe they have been harassed and wish to file a formal complaint should follow the appropriate procedures listed in the *Student Handbook*, the *Faculty Handbook*, the *Staff Handbook* or the *Trustee-Appointed Administrative and Professional Staff Handbook*.

ATTENDANCE AT COLLEGE EXERCISES

It is assumed that students will make the most of the educational opportunities available by regularly attending classes and laboratory periods. At the beginning of the semester, all instructors are free to state the policy with regard to absences from their courses. Thereafter, they may take such action as they deem appropriate, or report to the Dean of Students the names of any students who disregard the regulations announced.

Students are asked to notify the Office of the Dean of Students if they have been delayed at home by illness or family emergencies. They are also requested to report any unusual or unexplained absences from the College on the part of any fellow students.

Students who have been attended at home by a physician should, on the day of their return, report their absence to the Office of the Dean of Students and submit a statement concerning their illness and any recommended treatment to the Student Health Office. Students who are ill at College will normally be attended at the College Health Service or will be referred to the University of Massachusetts Infirmary by the Staff Physician. It is assumed that all students not excused by the College physician are well enough to attend their regular classes.

The responsibility for any work missed due to an illness or other absence rests entirely upon the student.

Details about student health and medical programs are provided in the *Student Handbook*.

RECORDS AND REPORTS

Grades in courses are reported in three categories:

Honor Grades = A+, A, A−, B+, B, B−
Passing Grades = C+, C, C−, D, Pass
Failing Grade = F.

Term averages and cumulative averages are reported on a 14-point scale rounded to the nearer whole number. The conversion equivalents are: A+ = 14, A = 13, A− = 12; B+ = 11, B = 10, B− =9; C+ = 8, C = 7, C− = 6; D = 4, F = 1. A Pass does not affect a student's average.

Grade reports for D and F grades only will be sent to students after the end of the seventh week of classes each semester. A report of all grades and averages will be sent to each student at the end of each semester.

The academic records and averages of Amherst College students completing Five College Interchange courses at Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts will include these courses and grades; no separate transcripts are maintained at the other institutions for Amherst College students.

"Rank in class" will not be used, but transcripts and grade reports will be accompanied by a profile showing the distribution of cumulative averages for students of the same class level in the current and in the previous two years.

Student academic records are maintained by the Registrar's Office and are confidential; information is released only at the request of the student. Partial transcripts are not issued; each transcript must include the student's complete record at Amherst College to date. An official transcript carries an authorized signature as well as the embossed seal of Amherst College.

Transcripts of credit earned at other institutions, which have been presented to Amherst College for admission or transfer of credit, become a part of the student's permanent record but are not issued, reissued, or copied for distribution. With the exception of Five College Interchange courses, grades for courses that were transferred from other institutions are not recorded; credit only is listed on the Amherst transcript. Transcripts for all academic work at other institutions of higher education, including summer schools, should be requested directly from those institutions.

PASS/FAIL OPTION

Amherst College students may choose, with the permission of the instructor, a pass/fail arrangement in two of the thirty-two courses required for the degree, but not in more than one course in any one semester. The choice of a pass/fail alternative must be made within fourteen days after the beginning of the semester and must have the approval of the student's advisor. No grade-point equivalent will be assigned to a "Pass," but courses taken on this basis will receive either a "P" or an "F" from the instructor, although in the regular evaluation of work done during the semester the instructor may choose to assign the usual grades for work submitted by students exercising this option. Freshmen, who have the privilege of withdrawing from one course without grade penalty, and transfer students, who have the privilege of withdrawing from one course during their first semester at Amherst, must take no less than three graded courses in each semester.

EXAMINATIONS AND EXTENSIONS

Examinations are held at the end of each semester and at intervals in the year in many courses. At the end of each semester, final grades are reported and the record for the semester is closed. In conformity with the practice established by the Faculty, no extension of time is allowed for intraterm papers, examinations and incomplete laboratory or other course work beyond the date of the last scheduled class period of the semester, unless an extension is granted in writing by both the instructor and the Class Dean.

A student who is prevented by illness from attending a semester examination may be granted the privilege of a special examination by the instructor and the Class Dean, who will arrange the date of the examination with the instructor. There are no second or make-up semester examinations, unless a student is prevented by illness from taking such an examination at the scheduled time.

A semester examination may be postponed only by approval of the instructor and the Class Dean.

Only for medical reasons or those of grave personal emergency will extensions be granted beyond the second day after the examination period.

VOLUNTARY WITHDRAWALS AND EDUCATIONAL LEAVES

The College has traditionally recognized the educational and personal rewards that many students receive from a semester or two away from the campus. Some departments, especially language departments, strongly encourage or require that students majoring in their department study in a foreign country. Occasionally, faculty members, advisors, or deans may suggest that students withdraw from formal studies to gain fresh perspectives on their intellectual commitments, career plans, or educational priorities. Family circumstances, medical problems, declining motivation, and other factors commonly encountered by students may require that they remain away from the College for more than the usual College vacation periods. The College, therefore, encourages students to consider carefully their situations, to clarify their objectives, and to decide for themselves whether they should temporarily interrupt their study at the College and take voluntary withdrawals or go on educational leaves.

Students who wish to explore the advantages and disadvantages of voluntary withdrawals and educational leaves should confer with their class deans, College and departmental advisors, resident counselors and parents. Some students will also find it beneficial to discuss their situations and tentative plans with the Registrar, the Study Abroad Advisor, the foreign language departments, the Office of Career Counseling and the Dean of Financial Aid.

Students who go on educational leave from the College usually do so during the Junior year, although Sophomore year educational leaves are permitted. It is expected that students will spend their Senior year at Amherst. To receive academic credit for study elsewhere, students must perform satisfactorily in a full schedule of courses approved in advance by the Dean of Students Office, the Registrar, and the students' advisors. Students on educational leave from Amherst must enroll at other institutions as visiting non-degree students. (See also Transfer Policy statement on page 60.)

To ensure that students have ample time for changing their status with the College and to allow the College to maintain full use of its educational facilities, some minimum procedures and deadlines have been instituted. All students considering voluntary withdrawals or educational leaves for the fall semester must notify their class deans and advisors before March 16. Students who may be away from campus for the spring term should notify their dean and advisor before November 1. Students who fail to notify the dean of their plans prior to these deadlines will not be guaranteed housing for the semester in which they prefer to return. Educational leaves usually require a considerable amount of correspondence with other colleges and universities, especially in the case of foreign study. Therefore, students who may wish to go on educational leaves should begin discussing their plans at least a full semester before they expect to be enrolled in another institution.

Students considering educational leaves and withdrawals should also read the next section on Readmission.

Prior to the seventh week of any semester, students may choose to withdraw voluntarily without their final grades being recorded. However, unless granted exemptions for disabling medical reasons or grave personal emergencies by the Committee on Academic Standing or the class deans, students who withdraw after the seventh week of a semester will withdraw with penalty and have final grades for that semester recorded on their permanent academic records. Refunds of tuition, deposits and fees are treated according to the College policy stated on page 46 of this Catalog. When withdrawals have been approved by the class deans and faculty advisors, the deans will specify any readmission requirements in writing and will indicate what academic work, if any, must be completed prior to readmission.

READMISSION

All students requesting readmission after voluntary withdrawals and academic dismissals and all students on educational leaves who wish to return for the fall semester should write to their class deans and pay their $200 non-refundable advance tuition deposits as early as possible, but before March 16. For students planning to return for the spring semester, the letters and the deposits should be received by the College before November 1. In most instances, the deans will approve the readmission requests immediately. In some cases, additional information, such as an interview on-campus with a class dean, may be requested. Readmission requests from students seeking to return from academic dismissals and, in some cases, from voluntary withdrawals will be referred to the Committee on Academic Standing. In these cases, detailed letters requesting readmission, accompanied by grade reports of courses taken at an approved college or university, letters from employers, and other documents supporting the readmission requests should be sent to the class deans. Students on educational leaves should simply confirm their intention of returning to the campus and pay their advance tuition deposits before the above stated dates. Failure to meet these deadlines will jeopardize students' opportunities to participate in the student residence room-selection.

TRANSFER POLICY

Amherst College students who are considering transferring to other institutions should understand that the College will not readmit those who choose to become degree candidates at other colleges and universities. All Amherst College students who transfer to and enroll as degree candidates at other institutions will forfeit their opportunity to re-enroll in the College. Before arranging to transfer, students should discuss their plans and options with their class dean.

Students who plan to attend other colleges and universities while on educational leave or as participants in exchange programs must have explicit written understanding with Amherst College as well as confirmation from host schools that they will be enrolled as visitors, rather than as degree candidates. (See page 68 regarding academic credit from other institutions.)

DELINQUENCIES

At the midpoint and end of each semester, the academic records of all students are reviewed by the class deans and the Committee on Academic Standing. Those students who have clearly shown their unfitness for academic work are dismissed from the College. The academic records of others about whom the Committee has some concern are also carefully examined. Depending on the degree of difficulty a student has experienced, he/she may be regularly reviewed, issued an academic warning or placed on probation. Students who, by failing a course, incur a deficiency in the number of courses required for normal progress toward graduation are expected to make up that course deficiency before being permitted to register for the next academic year. (See Course Requirements, page 63.)

Students belonging to one or more of the following groups may not expect to continue at Amherst College:

a. Those who in any semester fail in two or more courses. Withdrawal from a course while failing it shall count as a failure.*
b. Those who in any semester fail a course and receive an average of less than 7 in courses passed.*
c. Those who in any semester pass all courses but receive an average of less than 6.
d. Those who have accumulated delinquencies in three or more courses during their college careers.
e. Those who have been on probation and have failed to meet the conditions of their probation.

*See Degree Requirements

Normally, a student dismissed from the College for reasons of unsatisfactory academic performance will not be eligible for readmission until he or she has been away from the College for two semesters. During this time he or she is usually expected to demonstrate readiness for return by completing a semester of approved academic work at another accredited college or university. Conditions for readmission shall be set forth clearly in writing and must be met by the student before he or she can be considered for readmission to the College.

Students taking courses in a summer school to make up a delinquency incurred at Amherst College must have their summer school courses approved in advance by the Registrar. The College does not grant transfer credit for courses completed with a grade below C.

ROOMS AND BOARD

Dormitory and house rooms are equipped with bed, mattress, bureau, desk, chairs, and bookcase or shelves. Occupants furnish their own blankets, linen, pillows, and towels, and may provide extra furnishings if they wish, such as rugs, curtains, lamps, etc.; they may not add beds, sofas, lounges, or other furniture of such nature except under certain circumstances. More complete regulations for occupancy are contained in the *Student Handbook.*

All students living in dormitories and houses, except for those students living in the Humphries House cooperative, are required to subscribe to the 21 meals per week plan of Valentine Hall. Valentine Hall is able and willing to accommodate students with special dietary needs. There are no rebates for absence from meals.

Students with unique circumstances who want to live off campus should speak with the assistant dean in charge of housing or their class dean. First year students, unless specifically excused by the Dean of Students, are required to live in College-owned houses or with relatives.

Degree Requirements

BACHELOR OF ARTS

THE DEGREE Bachelor of Arts is conferred upon students who have satisfactorily met the requirements described below. The plan of studies leading to this degree is arranged on the basis of the equivalent of an eight-semester course of study to be pursued by students in residence at Amherst College.

The degree Bachelor of Arts *cum laude, magna cum laude,* or *summa cum laude* (Degree with Honors) is awarded to students who have successfully completed an approved program of Honors work with a department or program.

Other students who satisfactorily meet requirements as indicated below receive the degree, Bachelor of Arts, *rite.*

REQUIREMENTS

Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials.

The Bachelor of Arts degree is awarded to students who:

1. Complete thirty-two full semester courses and four years of residence,* except that a student who has dropped a course without penalty during the Freshman year, or who has failed a course during the Freshman or Sophomore year, shall be allowed to graduate, provided he or she has been four years in residence at the College and has satisfactorily completed thirty-one full courses.

Transfer students must complete thirty-two full semester courses or their equivalent, at least sixteen of them at Amherst, and at least two years of residence at Amherst, except that a transfer student who has dropped a course without penalty during his or her first semester at Amherst shall be allowed to graduate with one less full course.

2. Complete the requirements for a major in a department or a group of departments including a satisfactory performance in the comprehensive evaluation.

3. Attain a general average of 6 in the courses completed at Amherst and a grade of at least C in every course completed at another institution for transfer credit to Amherst.

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*In exceptional cases, a student with at least six semesters of residence at Amherst and at least twenty-four courses, excluding summer school courses not taken as make-up work or recognized as part of a transfer record, may apply for early graduation. Students seeking to graduate before they have satisfied the normal thirty-two-course requirement will have the quality of their achievement thoroughly evaluated. The approval of the student's advisor, department, the Dean of Faculty, the Committee of Six, and finally the Faculty must be received to be granted the status of candidate for the degree.

COURSE REQUIREMENTS

All students except Independent Scholars are required to elect four full courses each semester and may elect an additional half course. The election of a half course in addition to the normal program is at the discretion of the student and without special permission. A student may not elect more than one half course in any semester except by consent of his or her class dean and the departments concerned. In such cases the student's program will be three full courses and two half courses. Half courses are not normally included in the thirty-two-course requirement for graduation.

In exceptional cases a student may, with the permission of both his or her academic advisor and class dean, take five full courses for credit during a given semester. Such permission is normally granted only to students of demonstrated superior academic ability, responsibility, and will. On occasion, a student who has failed a course may be permitted to take a fifth course in a given semester if, in the judgment of the Committee on Academic Standing, this additional work can be undertaken without prejudice to the student's regular program.

Also in exceptional cases a student may petition the Dean of Students at the time of admission or prior to the beginning of any semester for permission to enroll in a program of three courses per semester for any number of semesters of his or her enrollment at Amherst. Such permission may be granted only for reasons of physical disability (e.g., for students who have serious visual or hearing impairments) or compelling family responsibility (e.g., for students who are parents and have custodial responsibility for their children). In such cases, the student may be granted permission to spend as many as two additional semesters at Amherst College and to graduate with no fewer than thirty-one courses.

A student who by failing a course incurs a deficiency in the number of courses required for normal progress toward graduation is usually expected to make up that course deficiency by taking a three or four semester hour course at another approved institution during the summer prior to the first semester of the next academic year. (See additional information under Delinquencies, page 60.)

A student may not add a course to his/her program after the fourteenth calendar day of the semester, or drop a course after this date except as follows.

Freshmen who experience severe academic difficulty may petition the Dean of Freshmen for permission to drop one course without penalty during their first year. The Dean of Freshmen, in consultation with the instructor and advisor, will decide on the basis of the student's educational needs whether or not to grant the petition. Petitions to withdraw from a course will normally be accepted only during the sixth, seventh, and eighth weeks of either the first or the second semester. Exceptions to this rule shall be made only for disabling medical reasons or reasons of grave personal emergency, and shall be made only by the Dean of Freshmen.

Transfer students may petition their Class Dean to drop one course without penalty during the sixth, seventh, and eighth weeks of their first semester at Amherst. They must follow the petition procedure described above. The Class Dean, in consultation with the student's instructor and advisor, will decide whether or not to grant this petition.

For Sophomores, Juniors, and Seniors, exceptions to the rule prohibiting the dropping of a course after the fourteenth calendar day of the semester shall be made only for disabling medical reasons or reasons of grave personal emergency, and shall be made only by the Dean of Students in consultation with the student's class dean.

Courses taken by a student after withdrawing from Amherst College, as part of a graduate or professional program in which that student is enrolled, are not applicable toward an Amherst College undergraduate degree.

THE LIBERAL STUDIES CURRICULUM

Under a curriculum adopted in 1977 and modified in 1982, Freshmen are required to take one course in a program called Introduction to Liberal Studies (ILS). Each ILS course is planned and taught by two or more members of the Faculty, representing different disciplines, who collaborate to develop an interdisciplinary topic. The subject matter of the courses varies, reflecting the concerns of the groups of Faculty members who devise them. The courses offered for 1991-92 are described on pages 73-78.

Through the ILS courses, Freshmen are exposed to the diversity of learning that takes place at the College. They get a sample of the nature of the institution and what actually takes place in the College: what people do at Amherst and how they do it. Two or more Faculty members bring differences in training and perspective to the Freshman courses, and these differences alternately supplement and challenge the other members of the group. Each course thus becomes a forum where students are able to observe, compare and experience distinct intellectual styles.

The Liberal Studies Curriculum is based on a concept of education as a process or activity rather than a form of production. The curriculum provides a structure within which each student may confront the meaning of his or her education, and does it without imposing a particular course or subject on all students. Students are encouraged to continue to seek diversity and attempt integration through their course selection and to discuss this with their advisors.

Under the curriculum, most members of the Faculty serve as academic advisors to students. Every student has a College Advisor until he or she declares a major, no later than the end of the Sophomore year; thereafter each student will have a Major Advisor from the student's field of concentration. As student and advisor together plan a student's program, they should discuss whether the student has selected courses that:

- provide knowledge of culture and a language other than one's own and of human experience in a period before one's lifetime;
- analyze one's own polity, economic order, and culture;
- employ abstract reasoning;

- work within the scientific method;
- engage in creative action—doing, making and performing;
- interpret, evaluate, and explore the life of the imagination.

THE MAJOR REQUIREMENT

Liberal education seeks to develop the student's awareness and understanding of the individual and of the world's physical and social environments. If one essential object in the design of education at Amherst is breadth of understanding, another purpose, equally important, is mastery of one or more areas of knowledge in depth. Upperclassmen are required to concentrate their studies—to select and pursue a major—in order to deepen their understanding: to gain specific knowledge of a field and its special concerns, and to master and appreciate the skills needed in that disciplined effort.

A major normally consists of at least eight courses pursued under the direction of a department or special group. A major may begin in either the Freshman or Sophomore year and must be declared by the end of the Sophomore year. Students may change their majors at any time, provided that they will be able to complete the new program before graduation.

The major program can be devised in accordance with either of two plans:

DEPARTMENTAL MAJORS

Students may complete the requirement of at least eight courses within one department. They must complete at least six courses within one department and the remaining two courses in related fields approved by the department.

Some Amherst students may wish to declare a major in more than one department or program. This curricular option is available, although it entails special responsibilities. At Amherst, departments are solely responsible for defining the content and structure of an acceptable program of study for majors. Students who elect a double major must present the signatures of both academic advisors when registering for each semester's courses and they must, of course, fulfill the graduation requirements and comprehensive examinations established by two academic programs. In addition, double majors may not credit courses approved for either major toward the other without the explicit consent of an announced departmental policy or the signature of a departmental chairperson. In their Senior year, students with a double major must verify their approved courses with both academic advisors *before* registering for their last semester at the College.

INTERDISCIPLINARY MAJORS

Students with special needs who desire to construct an interdisciplinary major will submit a proposed program, endorsed by one or more professors from each of the departments concerned, to the Committee on Special Programs. Under ordinary circumstances, the proposal will be submitted during the first semester of the Junior year and not under

> any circumstances later than the eighth week of the second Junior semester. The program will include a minimum of six upper-level courses and a thesis plan. Upon approval of the program by the Committee on Special Programs, an ad hoc advisory committee of three professors appointed by the Committee will have all further responsibility for approving any possible modifications in the program, administering an appropriate comprehensive examination, reviewing the thesis and making recommendations for the degree with or without Honors. Information on preparation, form, and submission of proposed interdisciplinary programs is available in the Office of the Dean of Students.

A part of the major requirement in every department is an evaluation of the student's comprehension in his or her major field of study. This evaluation may be based on a special written examination or upon any other performance deemed appropriate by each department. The mode of the evaluation need not be the same for all the majors within a department, and, indeed, may be designed individually to test the skills each student has developed.

The evaluation should be completed by the seventh week of the second semester of the Senior year. Any student whose comprehension is judged to be inadequate will have two opportunities for reevaluation: one not later than the last day of classes of the second semester of the Senior year, and the other during the next college year.

DEGREE WITH HONORS

The degree Bachelor of Arts with Honors is awarded at graduation to students whose academic records give evidence of particular merit. It may be awarded *cum laude, magna cum laude,* or *summa cum laude,* according to the level of achievement of the candidates. All degrees with Honors are noted on the diploma and in the commencement program.

The award of Honors is made by the Faculty of the College. In making such awards the Faculty will take into account the following factors: (1) Candidates must have a minimum college average of 9 (B−) to be eligible to be considered for the degree *cum laude,* of 11 (B+) for the degree *magna cum laude,* and of 12 (A−) for the degree *summa cum laude.* (2) Candidates must receive the recommendations for the degree *cum laude, magna cum laude,* or *summa cum laude* from the department in which they have done their major work. Each department will define the conditions upon which it will be its practice to make recommendations to the Faculty. (3) Candidates for the degree *summa cum laude* will have their entire records reviewed by the Dean of the Faculty and the Committee of Six, who will transmit their recommendations to the Faculty. Only students of marked distinction in both general work and in the field of Honor studies will be recommended for the *summa cum laude* degree.

In exceptional cases, upon recommendation of the department in which the candidate has done his or her major work, the Committee of Six may recommend to the Faculty that a student be awarded a degree of Honors for which the student does not have the required average.

The minimum average required for a student to be accepted by a department as a candidate for Honors is determined by the department concerned.

Students in the Independent Study Program may become candidates for the degree with Honors. Recommendations for such students will be made by the student's tutor together with those members of the student's committee who have joined in assigning a comprehensive grade in the program.

INDEPENDENT STUDY

A limited number of students who elect to do so may participate in an Independent Study Program, usually in the Junior or Senior years in lieu of a traditional major program. Participants are chosen by the four-member Faculty Committee on Special Programs, which includes the Dean of Students, after nomination for the program by a member of the Faculty. Independent Scholars are free to plan a personal program of study under the direction of a tutor, chosen by the student with the advice and consent of the Committee. The tutor provides the guidance and counsel necessary to help the student attain the educational objectives he or she has set. The tutor and one or more other members of the Faculty familiar with the student's work will ultimately assign a comprehensive grade and provide a detailed, written evaluation of the student's performance which will become part of the individual's formal record at Amherst College. Grades in such regular courses as the student may elect will be taken into account in assigning the comprehensive grade, and the student is eligible for a degree with Honors, as well as all other awards and distinctions.

FIELD STUDY

The Faculty has instituted a program of Field Study under which students may pursue a course of study away from Amherst for either one or two semesters. Students are admitted to the program by the Committee on Special Programs after approval of their written proposal and are assigned a Field Study Advisor chosen from the Faculty.

Upon being admitted to Field Study, students become candidates for the degree of Bachelor of Arts with Field Study, which is normally attained in four and one half or five years. During the first semester in residence at Amherst after the period of Field Study, students must take a Special Topics course, normally with their Field Study Advisor, in which they draw on both their experience of Field Study and further investigation relating to it. Students may also pursue a related Special Topics course in the semester before they enter their program of Field Study.

Students pursuing a two-semester plan of Field Study will be allowed to continue after the first semester only upon providing evidence to the Committee that they are satisfactorily carrying out their program. No student shall begin study in the field later than the first semester of the Senior year.

Students pursuing Field Study shall maintain themselves financially in the field, and during the period shall pay a Field Study fee of $50 to the College in lieu of tuition.

The transcript of a student who has undertaken Field Study shall include a short description and appraisal by the Field Advisor of the student's project and of the related Special Topics course.

FIVE COLLEGE COURSES

Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts have for some time combined their academic activities in selected areas for the purpose of extending and enriching their collective educational resources. Certain specialized courses not ordinarily available at the undergraduate level are operated jointly and open to all. In addition, students in good standing at any of the five institutions may take a course, without cost, at any of the other four if the course is significantly different from any offered on their own campus and they have the necessary qualifications.

The course must have a bearing on the educational plan arranged by the student and his or her advisor. Professional, technical and vocational courses are not generally open for Five College interchange credit. Those courses accrue credit toward degrees other than the Bachelor of Arts degree which is offered at Amherst College. Individual exceptions must be approved by both advisor and Dean of the Faculty on the basis of the student's complete academic program at the College.

The Premedical Committee reminds health preprofessional students that required courses (biology, chemistry, mathematics, physics) should normally be taken at Amherst College and not at other Five College institutions.

To enroll in a Five College course, an Amherst student must have the approval of his or her advisor and the Dean of the Faculty. Only under special circumstances will permission be granted by the advisor and the Dean of the Faculty for an Amherst student to enroll in more than two Five College courses per semester. If permission to enroll in a course is required for students of the institution at which the course is offered, students from the other Five Colleges must also obtain the instructor's permission to enroll.

Free bus transportation among the five institutions is available for interchange students.

Students interested in such courses will find current catalogs of the other institutions at the Loan Desk of the Library and at the Registrar's Office. Application blanks may be obtained from the Registrar's Office.

Other aspects of Five College cooperation are described in the *Student Handbook.*

ACADEMIC CREDIT FROM OTHER INSTITUTIONS

Amherst College does not grant academic credit for work completed at other institutions of higher education unless it meets one of the following criteria: (1) each course offered as part of a transfer record has been completed and accepted by the College prior to matriculation at Amherst; (2) the work is part of an exchange program of study in the United States or abroad approved in advance by a Dean of Students and the Registrar; or (3) the work has been approved by the Registrar as appropriate to make up a deficiency deriving from work not completed or failed at Amherst College (see Delinquencies).

COOPERATIVE DOCTOR OF PHILOSOPHY

A cooperative Doctor of Philosophy program has been established by Amherst, Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts. The degree is awarded by the University of Massachusetts, but some, perhaps much—and in a few exceptional cases even all—of the work leading to the degree might be done in one or more of the other Institutions.

When a student has been awarded a degree under this program, the fact that it is a cooperative doctoral degree involving Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts will be indicated on the diploma, the permanent record, and all transcripts, as well as on the commencement program.

The requirements for the degree are identical to those for the Ph.D. degree at the University of Massachusetts except for the statement relating to "residence." For the cooperative Ph.D. degree "residence" is defined as the institution where the dissertation is being done.

Students interested in this program should write to the Dean of the Graduate School at the University of Massachusetts. However, a student who wishes to work under the direction of a member of the Amherst Faculty must have the proposal approved by the Dean of the Faculty of Amherst College and by the Amherst Faculty Committee of Six.

V

COURSES OF INSTRUCTION

Courses of Instruction

COURSES are open to all students, subject only to the restrictions specified in the individual descriptions. In general all courses numbered 1 to 9 are introductory language courses. Introductory courses in other areas are numbered 11 to 20, Senior Honors courses, usually open only to candidates for the degree with Honors, are numbered 77 and 78, and Special Topics courses are numbered 97 and 98. All courses, unless otherwise marked, are full courses. The course numbers of double courses and half courses are preceded by D or H. All odd-numbered courses are offered in the first semester, unless followed by the designation s, and all even-numbered courses are offered in the second semester unless followed by the designation f.

SPECIAL TOPICS COURSES

Departments may offer a semester course known as Special Topics in which a student or a group of students study or read widely in a field of special interest. It is understood that this course will not duplicate any other course regularly offered in the curriculum and that the student will work in this course as independently as the director thinks possible.

Before the time of registration, the student who arranges to take a Special Topics course should consult the instructor in that particular field, who will direct the student's work; they will decide the title to be reported, the nature of the examination or term paper, and will discuss the preparation of a bibliography and a plan of coherent study. All students must obtain final approval of the Department before registration. Two Special Topics courses may not be taken concurrently except with the prior approval of the Dean of Students.

FRESHMAN COURSES: INTRODUCTION TO LIBERAL STUDIES

During 1991-92, twenty-nine Faculty members in groups of two to six will teach nine Introduction to Liberal Studies courses. Every Freshman must take one of these courses during the first semester. They are open only to Amherst College Freshmen.

1. Romanticism and the Enlightenment. Between 1750 and 1850 occurred one of the great revolutions of Western civilization. The civilization of the Enlightenment, or "Age of Reason," began to give way to the very different culture of Romanticism, or "the Age of Emotion." The influences of the Enlightenment and of Romanticism, as well as their continuing opposition, persist as elements of our present culture. Our politics, economics, and science are largely products of the Enlightenment, while our literature, art, music and religion show the crucial effects of Romanticism. The course is concerned with investigating this major change in Western culture, both in order to understand the process of cultural criticism and cultural change, and in order better to comprehend the mixed effects of the Enlightenment and Romanticism in our cultural heritage. By studying important works exemplary of the Enlightenment and of Romanticism, the course shows how this cultural revolution occurred in several areas of endeavor, observing the related themes and traits among works of literature, social thought, history, painting and music of the Enlightenment on the one hand and Romanticism on the other. We shall study works by such major figures as Franklin, Rousseau, Voltaire, Goethe, Wollstonecraft, Fuller, Mazzini, Michelet, Mary and Percy Shelley, Heine, Mozart, Schumann, David, Delacroix, Pope, Byron, Wordsworth, Coleridge, Keats, Stendhal, and Austen.

First semester. Professors Heath, Parkany, Pitkin, and Rosbottom.

2f. The Nuclear Era. This course will consider major issues in nuclear weapons policy since the Second World War. Among the issues we will examine are: The decision to build an atomic bomb, the decision to use the bomb against Japan, the failure to achieve international control of atomic weaponry after World War Two, the decision to build the hydrogen bomb, the evolution of American deterrence doctrine during the Cold War from "massive retaliation" to "flexible response," the Cuban Missile Crisis, arms control and the evolution of the SALT process, and recent controversies over SDI, Nuclear "first use," the INF Treaty and NATO nuclear defense. In analyzing these issues we will attend to the ways in which scientific, diplomatic, political and moral considerations are inextricably intertwined. The course will conclude with a consideration of how recent changes in Europe have affected nuclear policy.

First semester. Professors Babb, Fink, and Levin.

3. The Causes of History. Every age adjusts its sense of what is the proper stuff of history—what in the past is truly memorable and worth perpetuating. The scale and emphasis of a history written in a particular period always tells us something about the historian's own society, whatever the claims to objectivity. This course addresses a basic question—who or what in any age makes history? Is it an epic hero, a group of "oligarchs" or statesmen, a political party, a nation with a sense of its own destiny? Or is it a less tangible factor such as fate, chance, some determining cycle of events? Or is it the more broadly based and complex patterns of social and economic interactions, which compose the way in which ordinary people live?

The course will pursue these questions through readings of selected passages in Homer's *Iliad*, Herodotus, Thucydides, Livy, and Tacitus, Plutarch's *Life of Alexander*, Lytton Strachey's "The End of General Gordon" and in some modern historians.

At every state of this discussion the questions directly before us raise other large ones about an individual's control of a personal destiny, as he or she is seen caught up in the process of public history; about the way a narrator explains historical events by finding patterns within the process, and also about the way in which our memory works on the past, to make sense of it and to bring it to order in our minds.

First semester. Professors Epstein and Pouncey.

4f. Mass Extinctions: Case Study of a Scientific Controversy. It is widely known that the dinosaurs, lords of the earth for 150 million years, suddenly disappeared from the face of this planet. Less widely known is that this is not the only case of such a widespread, catastrophic extinction found in the fossil record. For generations, various hypotheses were advanced to account for these mass extinctions. In recent years, however, the subject has been transformed by two discoveries: the first, of a thin layer of the element iridium which appears to have been deposited over the entire face of the earth at just the time the dinosaurs vanished; and the second, that mass extinctions appear to come in regular cycles.

These discoveries have led to speculations that such extinctions have an extraterrestial cause. The speculations, however, have not been universally accepted: indeed, they have triggered a controversy of unusual virulence. Using both popular accounts and original papers, this course will investigate this controversy and its relationship to extinction as a general phenomenon. Of interest are both the scientific questions addressed and the more general question of the nature of scientific hypotheses and of their proof and disproof. Elements of biology, geology, astronomy, paleontology, physics, and mathematics will come up.

First semester. Professors Crowley, Greenstein, and Williamson.

5. Evolution and Intellectual Revolution. Few thinkers have had such a broad and deep influence on their subject as Charles Darwin has had on biology; few scientific theories have had larger effects on western culture than his theory of evolution by natural selection. This course examines the Darwinian theory of evolution, its genesis, and its influence. In so doing we will study Darwin's career, the scientific and non-scientific background to his work, and the debate over evolution within the scientific community as it was conducted in Darwin's time and as it persists to the present day. Among the topics we shall consider are the ninteenth-century conflicts over biological adaptation, heredity, and the age of the earth, and current controversies over altruistic behavior and the tempo of evolutionary change. We shall also treat the impact of Darwinism upon religious and philosophical discourse and upon social and political thought. Here topics will include social Darwinism, sociobiology, and creationism. These subjects will allow us to address such general issues as the nature, the limits, and the tests of scientific theories, and the relationship between science and the society in which it exists.

First semester. Professors Ratner and Servos.

6f. Memory. What is memory? Most people think they know. But why do we remember some things more accurately and vividly than others? Why are we sometimes wrong? Is there a difference between forgetting and failing to recall? How is memory defined by those who study it through scientific experiment? How are brain structures involved in memory?

How does the fallibility of memory affect the efforts of historians to write about the past? Do they, for instance, make allowances for what was already forgotten before some past experience was recorded? How valid are historians' claims to serve as the memory of society?

What roles does memory play in the creative work of artists? Is it simply "raw material" for them? If they take liberties with what they remember, can they still "write truly"? What do they gain or lose by altering "the truth"?

In writing autobiography, is the author chiefly a historian, or an artist, or something else, perhaps a witness? If you were writing an autobiography, how would you use the welter of remembered matter or confront the fact that you have forgotton many things? What would you censor out, and why?

The course draws on a wide variety of scholarly and creative work to let students respond to such questions, and raise others, in a series of essays, experiments, and practicums. The course ends with a reading of Vladimir Nabokov's *Speak, Memory: An Autobiography Revisited* and a chance for students to reflect on autobiographical writing of their own.

First semester. Professors Blight, Czap, Duffy, Hawkins, and Olver, and Dean Snively.

7. The Imagined Landscape. This course will study the relationships between the land's physical presence and its images in human cultures. Our aim is to investigate ways in which literature, painting, photography and history can illuminate today's ecological movements. We suggest that behind the scientific and political ideas generating the contemporary concern with environmental issues lie larger issues of perception, understanding, and self-image, which are ultimately acts of the imagination.

We will look at some examples of relationships between the "real" landscape and the human imagination, ranging from cultures which live quite close to the natural rhythms of the earth; to those which assert the primary role of human beings in shaping the landscape; to those in which the natural world becomes threatened by human culture. We will define the "imagined" landscape by studying written text and visual images. We will undertake projects in perceiving and recording our surroundings which may involve field trips. Our examples will come primarily from New England and the American West.

Toward the end of the course, students will try to make conscious their unconscious imagery about their inherited environment. How do they fit into their "natural landscape"? Can past visions of the earth help us to imagine an ecologically better future?

First semester. Professors Schmalz and K. Sweeney and Lecturer Looker.

8f. Mind. How could there possibly be any difficulty in understanding mind? Each of us is immediately acquainted with his or her own mind; by simple inspection, we have direct access to its contents and its operations, or so it sometimes seems. By comparison, matter—including our own bodies—seems foreign and remote.

If this is roughly right, as the seventeenth-century philosopher Rene Descartes believed, why, upon further reflection, does mind seem so mysterious to us, "something extremely rare and subtle like a wind, a flame, or an ether"? Descartes' answer was that our apprehension of mind is obscured and distorted by one's body and by its sensory apparatus. He also thought that until we turn things around—until we discover mind and its operations with the penetrating clarity that he thought possible, and until we accept the impossibility of knowing everything about matter—we will be unable to justify our claims to know anything or to have rational ground for any of our beliefs.

These are intriguing claims, especially if one supposes, as we do, that the core of liberal studies is the development of certain habits of mind, chief among which is the habit of questioning one's beliefs, of saying clearly and explicitly what we believe, why we believe it, and whether we have sufficient reasons for the things we in fact believe. If Descartes is right, we cannot proceed very far in this direction without inquiring into the nature of mind and determining its powers and its limitations in connection with knowledge and reasonable belief. In the course of this inquiry we will ask whether Descartes' account of mind can survive what we know today about insanity, about the unconscious, about the influence of emotions on belief and action, and about the effects of various kinds of conditioning on human behavior. We will ask, too, how Descartes' view of mind, or that view modified by certain empirical discoveries, fares in explaining or providing grounds for personal identity, free will, responsibility, and punishment.

But the course's principal concern is less to arrive at a general theory of mind than it is to engage in the process of questioning beliefs, especially large systems of beliefs of the kind that are unavoidably involved in any sustained and responsible reflection on the nature of mind. Thus, while our inquiry is largely conceptual, philosophical, and psychological, it also involves a good deal of self-scrutiny. Occasionally, we rehearse certain empirical investigations (e.g., studies of the brain) and assess their implications for theories of mind. However, the course never strays far from the enterprise of examining beliefs about mind and the reasons we have (or lack) for those or related beliefs. Our chief concern is to cultivate the inquiring mind, a mind capable of doubting, capable of tolerating ambiguity and indecision, and capable of resisting any facile escape to skepticism.

First semester. Professors Catlin, S. George and R. Kropf.

9. The Delusion of Reality? Phenomena such as visionary experience, surrealist art, conjuring, and demon possession, once categorized, become trapped in their respective labels. However, each in its own way under-mines the larger reality within which it is subsumed. We shall investigate the tension generated between the apparently harmonious co-existence of mutually exclusive claims to reality.

The theme of this course is "the world is not always what it seems." Other topics include cosmology, eating habits, wonderment, government, and postmodernism. The crosscultural scope covers East and Southwest Asia, North Africa and North America, and our inquiry ranges over a variety of media: poetry, prose, film, music, painting, dance, and food sampling. The course will be supplemented by in-class guest appearances and field trips.

First semester. Professors Elias and Solt.

AMERICAN STUDIES

Professors Aitken, Dizard‡, Guttmann (Chair), Hawkins, and Levin; Associate Professors Clark† and Couvares; Adjunct Associate Professor Sandweiss; Assistant Professors Sánchez-Eppler and K. Sweeney‡.

A student who chooses to concentrate in American Studies makes a commitment to study American culture and society from as many perspectives as possible. Institutions, ideas, artifacts, literature, politics, ethnic and racial groups, everyday life and the relationship among these will be among the subjects of study. The student should finish a course of study with an awareness of a personal and historical connection to those peoples and forces which constitute American culture and society. No single discipline can comprehend the subject. Work in European, American and African-American history, in social theory and sociology, philosophy and religion, political institutions and theory, economics, in literature, music, art, and architecture are possible approaches to the subject. Each student, on the basis of personal and intellectual interests, will define a coherent program of study drawing on at least some of these disciplines.

Major Program. The Department of American Studies assists the student through the following requirements and advising program:

Requirements: American Studies 11 and 12 are required of all majors. Students may also fulfill this requirement by taking American Studies 11 or American Studies 12 twice when the topic changes. In addition, all majors will take American Studies 68, the Junior Seminar, and, in the Senior year, American Studies 77 and 78 in order to write an interdisciplinary essay on an aspect of American experience.

The student will also take seven other courses about American culture and society selected from various disciplines. At least three, but not more than four of these courses, should be in one department. At least three of the seven courses should be devoted largely to the study of a period before the twentieth century.

†On leave first semester 1991-92.
‡On leave second semester 1991-92.

Each student will submit an interdisciplinary essay to the Department near the end of the second semester of the Senior year and meet with the advisor and two readers to discuss it. The quality of the essay will be an important factor in degree recommendations.

Advising: Because each student develops an individual program of study in American Studies, it will be necessary to consult regularly with a departmental advisor. The purpose of this advising relationship is the creation of a context where a greater consciousness and definition of the student's educational interests and goals may be achieved.

Honors Program. All students majoring in American Studies must complete the requirements outlined above. Honors recommendations will be made on the basis of the quality of the Senior essay in light of the student's entire academic record.

Evaluation. There is no single moment of comprehensive evaluation in the American Studies major. The Department believes that a student's fulfillment of the American Studies course requirements, combined with a cumulative student-advisor relationship culminating in a Senior essay, provides for a range of performance in the field of American Studies sufficiently sustained to enable the Department to evaluate each student's achievement in the field.

11. American Indian Histories and Cultures. This course examines selectively the histories and contemporary cultures of particular groups of Native Americans. It will focus on Algonquian- and Iroquoian-speaking Indians of the Northeast in the period from 1600 to 1800; Indians of the northern plains during the 1800s and early 1900s; and the Pueblo and Navajo peoples from the time before their contacts with Europeans until the present day. Through a combination of readings, discussions, and lectures the course will explore the insights into Native American cultures that can be gained from documents, oral traditions, native arts, artifacts, photographs, films and other sources.

[This is the second year of the topic.] First semester. The Department.

12. America in the Nineteen Fifties. This course will examine both the predominant values and institutions of the Fifties and the challenges to them. Among the topics to be considered are the origins of the Cold War and of McCarthyism; changes in gender and family relations and in urban-suburban life; the emergence of the Civil Rights Movement in the South, and the dominant literary and popular cultures of the period and challenges to them.

[This is the first year of the topic.] Second semester. The Department.

68. Seminar in American Civilization. The course is designed to serve two related purposes. First, the readings are structured to explore the history, current concerns, and methodological approaches of American Studies. Students are expected to do the readings, to contribute regularly to class discussion, and to shape a personal understanding of the concerns and approaches used in the field. Second, the course will provide students with the opportunity to research and write an extended essay. The common readings and class discussions will help students to frame questions and shape the approach used in the research paper this term and the senior essay next year.

Second semester. Professor Clark.

RELATED COURSES

Colonial North America. See History 28f.

First semester. Omitted 1991-92. Professor Sweeney.

The Era of the American Revolution. See History 29s.

Second semester. Omitted 1991-92. Professor Sweeney.

Early American Material Culture, 1600-1840. See History 30.

Second semester. Omitted 1991-92. Professor Sweeney.

Seminar in American Intellectual History: The Bill of Rights. See History 32f.

Open to Freshmen and Sophomores with consent of the instructor. Limited to 20 students. First semester. Omitted 1991-92. Professor Commager.

African-American History from the Slave Trade to Reconstruction. See Black Studies 31 (also History 33).

First semester. Omitted 1991-92. Professor Blight.

African-American History from Reconstruction to the Present. See Black Studies 32 (also History 34).

Second semester. Professor Blight.

The Civil War and Reconstruction Era. See Black Studies 39 (also History 35).

First semester. Omitted 1991-92. Professor Blight.

Seminar on "Race and Reunion: The Memory of the Civil War in American Culture." See History 36f (also Black Studies 61).

Not open to Freshmen. Admission with consent of the instructor. Limited to 20 students. First semester. Professor Blight.

American Intellectual History: Toqueville's *Democracy in America*. See History 37s.

Open to Juniors and Seniors with consent of the instructor. Second semester. Omitted 1991-92. Professor Commager.

American Diplomatic History I. See History 39s.

Second semester. Omitted 1991-92. Professor Levin.

American Diplomatic History II. See History 40.

Second semester. Professor Levin.

American Diplomatic History III. See History 41s.

Second semester. Omitted 1991-92. Professor Levin.

Nineteenth-Century America. See History 42f.
First semester. Professor Couvares.

Labor in America. See History 43.
First semester. Omitted 1991-92. Professor Couvares.

The Rise of Mass Culture. See History 44.
Limited to 40 students. Second semester. Professor Couvares.

Changing Cultures, Changing Lives: The Asian-American Experience. See History 45.
Limited to 35 students. First semester. Professor Sawada of Hampshire College.

Seminar in American Social and Intellectual History. See History 46.
Second semester. Professor Hawkins.

Twentieth-Century America. See History 47s.
Second semester. Omitted 1991-92. Professor Hawkins.

Science and Society in Modern America. See History 87s.
Second semester. Omitted 1991-92. Professor Servos.

American Men's Lives. See English 25s.
Not open to Freshmen except with consent of the instructor. Second semester. Professor Townsend.

Twentieth-Century American Poetry. See English 53s.
Second semester. Omitted 1991-92. Professor Sofield.

Modern Satiric Fiction. See English 58f.

English 11 strongly recommended. Limited to 50 students. First semester. Professor Pritchard.

Introduction to African-American Literature. See English 59s.
Second semester. Omitted 1991-92. Professor McLendon.

Studies in American Literature. See English 61s.
Not open to Freshmen. Second semester. Professor O'Connell.

Studies in Nineteenth-Century American Literature. See English 62f.

1. LITERATURE AND NATIONAL IDENTITY. First semester. Professor O'Connell.

2. WRITERS AND REFORMERS. First semester. Omitted 1991-92. Professor Sánchez-Eppler.

3. LEAVING THEIR FATHERS' HOUSES. First semester. Lecturer von Schmidt.

American Renaissance. See English 65.
Not open to Freshmen except with consent of the instructor. First semester. Professor Guttmann.

Jewish Writers in America. See English 66.
Not open to Freshmen. Limited to 20 students. Second semester. Professor Guttmann.

Literature of the Civil Rights Movement. See English 67s.
Second semester. Omitted 1991-92. Professor Townsend.

Realism and Modernism. See English 68.
Second semester. Professor Peterson.

Women's Lives and Women's Lyrics. See English 69s.
Second semester. Omitted 1991-92. Professor Sánchez-Eppler.

Readings in American Literature. See English 70f.
Not open to Freshmen. Limited to 20 students. First semester. Professor Barale.

Studies in Classic American Film. See English 71s.
Requisite: English 19 or another film course. Second semester. Omitted 1991-92. Professor Cameron.

Native American Expressive Traditions. See English 74.
Not open to Freshmen except with consent of the instructor. Second semester. Omitted 1991-92. Professor O'Connell.

Creating a Self: Black Women's Testimonies, Memoirs, and Autobiographies. See English 75, section 1.
First semester. Professor Rushing.

American Men's Lives at the Turn of the Century. See English 75, section 5.
First semester. Professor Townsend.

Major African-American Authors. See English 76.
Limited to 20 students. Second semester. Omitted 1991-92. Professor McLendon.

Contemporary American Film. See English 79.
Not open to Freshmen. First semester. Omitted 1991-92. Professor Cameron.

Democracy, Culture and the Media. See English 81s.
Not open to Freshmen. Sophomores may take the course with consent of the instructor. Limited to 35 students. Second semester. Professor O'Connell.

***Film Noir* and the Art of American Film.** See English 83.
First semester. Professor Cody.

Contemporary American Drama. See English 86 (also Theater 86).
Requisite: One of the following—English/Theater and Dance 17, 80, 84, 86, or consent of the instructor. Second semester. Professor Anderson.

American Art 1860-1940. See Fine Arts 40f.
First semester. Omitted 1991-92. Professor Clark.

American Architecture. See Fine Arts 44.
Second semester. Professor Clark.

American Art to 1860. See Fine Arts 45s.
Second semester. Omitted 1991-92. Professor Clark.

Topics in Fine Arts: American Photography, 1839-1939. See Fine Arts 51s, topic 3.
Limited to 12 students with consent of the instructor. Second semester. Professor Sandweiss.

American Social Structure. See Sociology 20.
Second semester. Omitted 1991-92. Professor Himmelstein.

The Family. See Sociology 21.
First semester. Omitted 1991-92. Professor Dizard.

Sociology of Mass Media. See Sociology 23.
First semester. Professor Lembo.

State and Society. See Sociology 24.
Second semester. Professor Himmelstein.

The Sociology of Culture. See Sociology 29s.
Second semester. Professor Lembo.

Social Movements and Collective Behavior. See Sociology 32f.
First semester. Professor Himmelstein.

Sport and Society. See Sociology 44.
Second semester. Omitted 1991-92. Professor Guttmann.

The Social Experience in Mass Culture. See Sociology 48.
Limited to 15 students. Second semester. Professor Lembo.

Bringing It All Back Home: The Anthropology of the Contemporary United States. See Anthropology 38.
Second semester. Lecturer Errington.

Introduction to African-American Music and Musicians. See Black Studies 22.
Limited to 50 students. Second semester. Professors Tillis and Boyer of the University of Massachusetts.

Introduction to African-American Poetry. See Black Studies 34.
Preference will be given to students who have taken Black Studies 11 or English 11. Second semester. Professor Rushing.

Short Stories from the Black World. See Black Studies 35.
First semester. Professor Rushing.

Images of Black Women in Black Literature. See Black Studies 40.
Second semester. Omitted 1991-92. Professor Rushing.

African-American Religious History. See Black Studies 47s.
Second semester. Omitted 1991-92. Professor Wills.

Industrial Organization. See Economics 24f.
Requisite: Economics 11. Not open to students who have taken The American Economy. First semester. Professor Hughes.

The Economic History of the United States. See Economics 28.
Requisite: Economics 11. Not open to students who have taken American Economic History. Second semester. Omitted 1991-92. Professor Daniel Barbezat.

The Social Organization of Law. See Law, Jurisprudence and Social Thought 18f.
First semester. Professor Sarat.

Legal Institutions and Democratic Practice. See Law, Jurisprudence and Social Thought 23.
First semester. Professor Douglas.

Property, Liberty and Law. See Law, Jurisprudence and Social Thought 24.
Second semester. Professors Hughes and Sarat.

Law, the Market and the State. See Law, Jurisprudence and Social Thought 25.
First semester. Professor Saker.

Justice and Injustice in Law and Legal Theory. See Law, Jurisprudence and Social Thought 27.
First semester. Omitted 1991-92. Professor Kearns.

Law and Social Relations: Persons, Identity and Groups. See Law, Jurisprudence and Social Thought 28.
Second semester. Professor Saker.

The Rhetoric of Law: Proof and Persuasion in the Legal Process. See Law, Jurisprudence and Social Thought 30.
Second semester. Professors Douglas and Sarat.

Law's History. See Law, Jurisprudence and Social Thought 43.
First semester. Professor Saker.

Topics in Popular Musical Culture: The Beatles and Their Age. See Music 28.
Requisite: Music 11 or 12, some knowledge of music notation, or consent of the instructor. Limited to 20 students. Second semester. Omitted 1991-92. Professor Reck.

The American Presidency. See Political Science 20.
Second semester. Omitted 1991-92. Professor Dumm.

American Government. See Political Science 21s.
Second semester. Professor Dumm.

Political Obligations. See Political Science 23s.
Second semester. Omitted 1991-92. Professor Arkes.

Congressional Politics. See Political Science 29s.
Second semester. Omitted 1991-92. Professor Dumm.

Re-Imagining Law: Feminist Interpretations. See Political Science 39s.
Second semester. Professor Bumiller.

The American Constitution I: The Structure of Rights. See Political Science 41.
First semester. Omitted 1991-92. Professor Arkes.

The American Constitution II: Federalism, Privacy, and "Equal Protection of the Laws." See Political Science 42.
Second semester. Omitted 1991-92. Professor Arkes.

Seminar in Constitutional Law. See Political Science 58.
Requisites: Political Science 41 and/or any of the following—Political Science 20, 22, 50. Admission with consent of the instructor. Limited enrollment. Second semester. Omitted 1991-92. Professor Arkes.

American Religious History I. See Religion 33.
Second semester. Professor Wills.

American Religious History II. See Religion 34.
Second semester. Professor Wills.

Religion and Politics in the United States. See Religion 36f.
First semester. Omitted 1991-92. Professor Wills.

Topics in Feminist Theories I: Practices of Race and Gender Resistance. See Women's and Gender Studies 23.
First semester. Professor Bumiller.

Topics in Feminist Theories II: Identifying Bodies. See Women's and Gender Studies 24.
Second semester. Professor Barale.

77, 78. Senior Honors.

97, 98. Special Topics.

ANTHROPOLOGY AND SOCIOLOGY

Professors Babb, Dizard‡, Gewertz†, and Pitkin; Associate Professor Himmelstein (Chair); Assistant Professors Goheen and Lembo; Five College Assistant Professor Mirsepassi; Visiting Lecturer Errington.

†On leave first semester 1991-92.
‡On leave second semester 1991-92.

The Anthropology and Sociology program is designed to familiarize students with the systematic analysis of culture and social life. While anthropology tends to focus on preindustrial peoples and sociology on industrial societies, both disciplines share a common theoretical and epistemological history such that insights garnered from one are relevant to the other. The differences in subject matter form a creative tension rather than a distracting divergence.

Major Program. Students will major in either Anthropology or Sociology (though a combined major is, under special circumstances, possible). Anthropology majors will normally take (though not necessarily in this order) Anthropology 11, 12, and 23, and at least one of the following Sociology courses: Sociology 11, 15, or 16. In addition, majors will take at least four additional anthropology courses. Candidates for degrees with Honors will take Anthropology 77 and 78 in addition to the other major requirements.

Sociology majors will normally take Sociology 11, 15 and 16 and at least one of the following anthropology courses: Anthropology 11, 12, or 23. In addition to these four required courses, majors will also select four courses, including at least one course that focuses on social structure (courses numbered in the 20s) and one that focuses on social processes (courses numbered in the 30s). Candidates for degrees with honors will include Sociology 77 and 78 in addition to the other major requirements.

Anthropology

11. The Evolution of Culture. An analysis of culture in evolutionary perspective, regarding it as the distinctive adaptive mode of humanity. The primary emphasis will be on the relations between biological, psychological, social and cultural factors in human life, drawing on the materials of primatology, paleontology, archeology and the prehistoric record.

First semester. Professor Goheen.

12. Social Anthropology. An examination of theory and method in social anthropology as applied in the analysis of specific societies. The course will focus on case studies of societies from different ethnographic areas.

Second semester. Professor Babb.

21. Indian Civilization: Traditional India. A general survey of South Asian civilization. The course will deal with the origins of Indian society, the development of the Hindu tradition, the major heterodoxies, and the coming of Islam to the subcontinent. The course will also examine village life, the traditional family, and the principles of caste. Special attention will be given to folk religion.

First semester. Professor Babb.

23s. History of Anthropological Thought. An examination of the development of the anthropological tradition from the late nineteenth century to the present. Readings will be drawn from the works of key figures in the development of American, British and French anthropology.

Not open to Freshmen. Second semester. Professor Gewertz.

26. **African Cultures and Societies.** This course explores the cultural meaning of indigenous African institutions and societies. Through the use of ethnographies, novels and films, we will investigate the topics of kinship, religion, social organization, colonialism, ethnicity, nationalism and neocolonialism. The principal objective is to give students an understanding of African society that will enable them better to comprehend current issues and problems confronting African peoples and nations.

Second semester. Professor Goheen.

31s. **Anthropological Approaches to the Study of Religion.** An examination of anthropological theory and method relating to the analysis of systems of religious belief and practice.

Not open to Freshmen. Second semester. Professor Babb.

32. **Topics in Contemporary Anthropology.** This seminar will concern the fundamental relationship in the discipline of anthropology between ethnographic data and social theory. Students will read contemporary works of social theory based primarily on research in Melanesia in order to examine how anthropologists generalize about social processes from the information they collect in the field and how these generalizations come in turn to affect the collection of field data.

Limited to 20 students. Second semester. Omitted 1991-92. Professor Gewertz.

35s. **Gender: An Anthropological Perspective.** This seminar provides an analysis of male-female relationships from a cross-cultural perspective, focusing upon the ways in which cultural factors modify and exaggerate the biological differences between men and women. Consideration will be given the positions of men and women in the evolution of society, and in different contemporary social, political, and economic systems, including those of the industrialized nations.

Limited to 25 students. Second semester. Professor Gewertz.

36. **Culture and Personality.** An examination of theoretical and methodological issues concerning the relationship between models of mental structure, consciousness and social structure. Primary emphasis will be on the theories of Freud and Marx. One two-hour seminar per week.

Second semester. Professor Pitkin.

37. **The Politics of Culture.** Culture has in the last several decades become thoroughly politicized as indigenous and minority groups throughout the world promote and defend their own representations of identity through invoking images of tradition, history and ethnicity. This seminar examines the forms, justifications, and explanations of these efforts to define and validate particular cultures in the modern world system. Among the topics to be included are millenarianism, nationalism, ethno-ethnography,

transnational popular culture, tourism, the invention of "tradition" and ethnic separatism.

Limited to 25 students. First semester. Omitted 1991-92. Lecturer Errington.

38. Bringing It All Back Home: The Anthropology of the Contemporary United States. Anthropologists are increasingly recognizing the epistemological and political difficulties of regarding non-Western peoples as "others"—as objects for social scientific consumption. Some have responded by focusing attention on their own sociocultural circumstances. This course will examine both the theoretical basis of the anthropological turn from "exotic" fieldwork and the results of the new research about the United States. Topics to be discussed will include: belonging in the suburbs, gender and race at college, rituals of aging, the handicapped as cultural scapegoats, the American West as context and metaphor, Native American forms of creativity and resistance.

Second semester. Lecturer Errington.

39. The Anthropology of Food. Because food is necessary to sustain biological life, its production and provision occupy humans everywhere. Due to this essential importance, food also operates to create and symbolize collective life. This seminar will examine the social and cultural significance of food. Topics to be discussed include: the evolution of human food systems, the social and cultural relationships between food production and human reproduction, the development of women's association with the domestic sphere, the meaning and experience of eating disorders, and the connection between ethnic cuisines, nationalist movements and social classes.

First semester. Omitted 1991-92. Professor Gewertz.

42f. The Crisis of the State in Africa. The European nation-state has been used as a model for the post-colonial state in Africa. But the historical and cultural development of African society has differed markedly from that of the West. This course will examine in detail state systems in Africa. Topics will include theories on the formation of states, the nature of political behavior, and the dynamics of coercion, consent, legitimacy and power in non-Western and colonial cultures. Histories of precolonial African societies, the colonial states, and independent African polities will be read in conjunction with the anthropological works to incorporate insights from both. Various case studies taken from West, Central and Southern Africa will be emphasized. Offered in alternate years.

Requisite: A prior course pertaining to Africa and consent of the instructors. Limited to 20 students. First semester. Omitted 1991-92. Professors Goheen and Redding.

43s. Economic Anthropology and Social Theory. This course will look at the relationship between economy and society through a critical examination of Marx with particular emphasis on pre-capitalist economies. The more recent work of French structural Marxists and neo-Marxists, and the substantivist-formalist debate in economic anthropology will also be discussed. The course will develop an anthropological perspective by looking at such "economic facts" as production, exchange systems, land tenure, marriage transactions, big men and chiefs, state formation, peasant economy, and social change in the modern world.

Second semester. Omitted 1991-92. Professor Goheen.

46. African Systems of Belief and Knowledge in Historical Perspective. This course will study the demarcations and contrasts made between magic, science and religion by various theorists (such as Tylor and Frazer, Durkheim and Levy-Bruhl, Mauss, Evans-Pritchard, Levi-Strauss, Horton and others) as applied to indigenous African concepts of power and belief. African notions of cause and effect, the proper relationship of the individual to society, and the religious and magical foundations of social structures will be examined.

Requisite: A prior course pertaining to Africa or consent of the instructors. Limited to 20 students. Second semester. Omitted 1991-92. Professors Goheen and Redding.

77, 78. Senior Honors.

97, H97, 98, H98. Special Topics. Independent Reading Courses. Full or half course.

First and second semesters. The Department.

RELATED COURSES

Perspectives on Asia. See Asian 11.

First semester. Professors Gyatso and Morse.

Language: Its Structure and Use. See Asian 34.

Limited to 25 students. Second semester. Omitted 1991-92. Professor Tawa.

Human Sociobiology. See Biology 14.

Second semester. Omitted 1991-92. Professor Zimmerman.

Myth, Ritual and Iconography in West Africa. See Black Studies 26f.

First semester. Professors Abiodun, Goheen and Lobdell.

Introduction to African-American Religious History. See Black Studies 47s.

Second semester. Omitted 1991-92. Professor Wills.

Sociology

11. Self and Society: An Introduction to Sociology. Sociology is built on the premise that human beings are crucially shaped by the associations each person has with others. These associations range from small, intimate groups like the family to vast, impersonal groupings like a metropolis. In this course we will follow the major implications of this way of understanding humans and their behavior. The topics we will explore include: how group expectations shape individual behavior; how variations in the size, structure, and cohesion of groups help account for differences in individual behavior as well as differences in the patterns of interaction between groups; how groups, including societies as a whole, reproduce themselves; and why societies change. As a supplement to readings and lectures, students will be able to use original social survey data to explore first-hand some of the research techniques sociologists commonly use to explore the dynamics of social life.

First semester. Professor Dizard.

15. Foundations of Sociological Theory. Sociology emerged as part of the intellectual response to the French and Industrial Revolutions. In various ways, the classic sociological thinkers sought to make sense of these changes and the kind of society that resulted from them. We shall begin by examining the social and intellectual context in which sociology developed and then turn to a close reading of the works of five important social thinkers: Marx, Tocqueville, Weber, Durkheim, and Freud. We shall attempt to identify the theoretical perspective of each thinker by posing several basic questions: According to each social thinker, what is the *general* nature of society, the individual, and the relationship between the two? What are the distinguishing features of modern Western society *in particular*? What distinctive dilemmas do individuals face in modern society? What are the prospects for human freedom and happiness? Although the five thinkers differ strikingly from each other, we shall also determine the extent to which they share a common "sociological consciousness."

First semester. Professor Himmelstein.

16. Social Research. This course introduces students to the range of methods with which sociologists and anthropologists work as they endeavor to create systematic understandings of social action. The strengths and weaknesses of these methods will be explored. Students will be expected to carry out a small scale research project or work with data already available from survey and census materials. Emphasis will be more on general procedures and epistemological issues than on narrowly defined techniques and statistical proofs. For 1991-92, the course will focus on the various ways of studying abortion as a social issue.

Requisite: Sociology 11 or Anthropology 11 or 12. Second semester. Professor Himmelstein.

20. American Social Structure. The social structure in which we live shapes our life chances, actions, and ideas. With this in mind, we shall attempt to identify the central features and master trends of American social structure. We shall be concerned with the nature of economic and political power, the changing role of the family, and the fundamental themes of American culture. We shall also examine the major bases of inequality in American life—class, race, and gender—and the ways in which they mediate the impact of social structure on individual lives. Finally, we shall ponder the notion of social structure itself and the image of human nature it implies.

Second semester. Omitted 1991-92. Professor Himmelstein.

21. The Family. The intent of this course is to assess the sources and implication of changes in family structure. We shall focus largely on contemporary family relationships in America, but we will necessarily have to examine family forms different from ours, particularly those that are our historical antecedents. From an historical/cross-cultural vantage point, we will be better able to understand shifting attitudes toward the family as well as the ways the family broadly shapes character and becomes an important aspect of social dynamics.

First semester. Omitted 1991-92. Professor Dizard.

23. Sociology of Mass Media. This course asks fundamental questions about the sources of the mass media, their purposes and functions, their assumptions, how decisions are made in them, and why they "work." The premise is that these are social institutions with histories. We will examine the social and cultural context in which current news and entertainment systems have developed, paying particular attention to the rise of mass society. We will also examine the mass media as social institutions, focusing on who owns and controls media organizations, the unwritten rules and assumptions by which they operate, and how they function in a corporate marketplace. We will emphasize how mass media organizations construct meanings and analyze the form and content of media imagery in film, news, television entertainment, and popular music. The focus will be on the United States, but we will look also at other societies for comparison.

First semester. Professor Lembo.

24. State and Society. This course examines the central issue of political sociology, the relationship between social power and political authority. After defining some basic terms (power, authority, the state) and looking at some of the central themes of political sociology, we shall focus on one issue that has been central to the field, the political role of business in a democratic capitalist society. We shall examine the arguments around such issues as who controls the corporation, whether or not capitalists constitute a ruling class, and how this ruling class (if such it is) rules. We shall then analyze the history of business as a political actor in American politics, paying special attention to two historical periods, the New Deal and the Reagan years.

Second semester. Professor Himmelstein.

29s. The Sociology of Culture. This course will examine modernist categories of cultural practice and representation as responses to the rationalization of social life in industrial capitalism. Throughout the course, we will compare and contrast traditional, modernist, and postmodernist conceptions of culture. In looking at the modernist conception of "high" culture, we will focus on avant-garde movements in the visual arts and in literature. In examining "popular" culture, our focus will be on Afro-American musical traditions, as well as elements of feminist and working-class culture. In the final segment of the course, we will take up the issue of mass culture and consider whether or not it involves an irreversible break with modernist categories. Selected cultural artifacts in painting, literature, photography, film, popular music, and television will be examined.

Second semester. Professor Lembo.

32f. Social Movements and Collective Behavior. Under what conditions do individuals give their energy, time, resources, and even lives to collective efforts to effect social change? This is the central question of the sociology of social movements and collective behavior. We shall explore this question (and the more fundamental ones about social order underlying it) by first examining the most important theories on the topic and the debates that occur within and among them. We shall then apply these theories first briefly to the civil rights movement and then at greater length to feminist and anti-feminist movements in the United States since the 1960s.

First semester. Professor Himmelstein.

33. The Social Construction of the Self. This course brings together the conceptual schemes of symbolic interactionism, the object relations school of psychoanalysis, and cognitive psychology to explore how a sense of self develops in social life. Topics include the conscious and unconscious dimensions of motivation, the role of repression and choice at different stages in the development of a person's psychic structure, personal identity as a social process, the symbolic basis of communication, and social control versus autonomy in the process of socialization.

First semester. Professor Lembo.

39. Sociology of Conflict and Conflict Resolution. In this course we will explore the structural and social psychological origins of conflict, attentive especially to discovering those factors that seem to propel conflict toward violent confrontations. By examining a wide range of conflicts, from interpersonal discord to racial antagonisms and class conflicts to conflicts between nation-states, we will review a variety of theoretical approaches and perspectives. In addition to analyses of conflict, we shall also examine the growing literature on conflict resolution in an attempt to understand the mechanisms that might be useful for averting conflict and reducing tensions between hostile parties.

Requisite: Sociology 11 or 15; or Anthropology 11 or 12 or 23; or consent of the instructor. First semester. Professor Dizard.

42. Religion, Culture, and Social Change in the Middle East. Sociological analysis of cultural accommodation to social change in the Middle East. Relationships between socioeconomic modernization, secularism, and Islamic politics will be explored through a comparative study of Egypt, Turkey, and Iran. Two class meetings per week.

Second semester. Professor Mirsepassi.

44. Sport and Society. A cross-cultural study of sport in its social context. Topics will include the philosophy of play, games, contest, and sport; the evolution of modern sport in industrial society; Marxist and Neo-Marxist interpretations of sport; economic, legal, racial and sexual aspects of sport; national character and sport; social mobility and sport; sport in literature and film. Three meetings per week.

Second semester. Omitted 1991-92. Professor Guttmann.

46. The Social Construction of Human Fertility. Every society distinctively shapes its members' attitudes toward fertility. In some societies, people are encouraged to "go forth and multiply." In others, people are strenuously enjoined from having more than one child per couple. In this course we will examine the attempts to regulate fertility, seeing them as one of the key ways that society shapes relations between men and women as well as providing a crucial link between individual behavior and social structure. In addition to examining the ways fertility is controlled, we shall also consider the circumstances that produce dramatic shifts in the meaning of birth rates. Readings will include classical political economists, most notably Malthus, demographic projections, discussions of the "population explosion," and analysis of the relationships between population growth, resource use, and social dynamics.

Second semester. Omitted 1991-92. Professor Dizard.

48. The Social Experience in Mass Culture. This seminar focuses on the interpretive process in media use. We will review theories that argue that the media powerfully influence both individuals' senses of self and broader patterns of cultural meaning. We will then examine research that has attempted to study systematically the actual context in which people use the media to ground empirically claims about the media's power. Emphasis will be placed on understanding the specific conditions in which media imagery has the power to shape peoples' selves and their common-sense understanding; the forms of power that are most influential; the conditions in which that power is deflected, opposed, or transformed by people; and the capacities of self and forms of culture that are most influential in opposing the power of the media. Students will be required to do a research project on actual media use.

Limited to 15 students. Second semester. Professor Lembo.

77, 78. Senior Honors.

97, H97. 98, H98. Special Topics.

RELATED COURSES

Law and Legal Processes in Global Perspective. See Law, Jurisprudence and Social Thought 32.

Second semester. Professor Gilbert.

Post-Colonial Realities and Constitutional Fictions: Constructing Nation and Community Through Law. See Law, Jurisprudence and Social Thought 44.
Second semester. Professor Gilbert.

Topics in Feminist Theories I: Practices of Race and Gender Resistance. See Women's and Gender Studies 23.
First semester. Professor Bumiller.

Topics in Feminist Theories II: Identifying Bodies. See Women's and Gender Studies 24.
Second semester. Professor Barale.

ASIAN LANGUAGES AND CIVILIZATIONS

Professors Babb (Chair), Dennerline, Moore, Petropulos, and Reck†; Assistant Professors Lan, Solt, and Tawa*; Five College Assistant Professors Dallal and El Cheikh; Lecturer Yokota-Carter; Visiting Lecturer Y. Ohno; Teaching Associates Han'ura, M. Ohno, Shen, and Yin.

Affiliated Faculty: Associate Professors Basu† and Morse; Assistant Professors Elias and Gyatso.

Major Program. The major program in Asian Languages and Civilizations is an individualized interdisciplinary course of study. It includes general requirements for all majors and a concentration of courses in one area. As language study or use is an essential part of the major, language defines the area of concentration.

Requirements. (The description of requirements that follows applies to the class of 1993 and after; requirements for earlier classes are listed in the 1988-89 catalog.) All majors are required to take a minimum of nine courses, exclusive of first-year language courses, and including Perspectives on Asia (Asian 11), normally taken in the Freshman or Sophomore year, Senior Honors (Asian 77), and three of four civilizations courses (India, China, Japan, and West Asia) or their equivalents. The following courses may be applied to the Civilizations requirement: India—Anthropology 21; China—History 62f; Japan—Fine Arts 42, History 67, Japanese 21; West Asia—History 72f, Religion 17. In addition, each student will show a certain minimum level of competence in one language, either by completing the second year of that language at Amherst or by demonstrating equivalent competence in a manner approved by the department.

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*On leave 1991-92.
†On leave first semester 1991-92.

Area Concentration. When declaring the major, each student will plan a concentration in consultation with a member of the department. The concentration will include a language, the appropriate civilization course, and at least two additional non-language courses dealing entirely or substantially with the chosen area or country of concentration. Students planning to work in particular disciplines within the major are encouraged to enroll in relevant courses in the disciplines as well. In addition to these courses, each major will enroll in Senior Honors (Asian 77), selecting a topic for further concentration. Students who wish to be candidates for Honors must submit a thesis proposal to the Department for its approval and, in addition to the required area concentration courses, enroll in Asian 78.

Comprehensive Examination. Completion of Asian 77, which includes an essay or examination on a general topic in Asian studies, will fulfill the comprehensive evaluation requirement for majors.

Study Abroad. The Department supports a program of study in Asia during the Junior year as means of developing mastery of an Asian language and enlarging the student's understanding of Asian civilization, culture, and contemporary society. Asian Languages and Civilizations majors are therefore encouraged to spend at least one semester abroad during the Junior year pursuing a plan of study which has the approval of the Department. Students concentrating on Japan should apply to Amherst College's Associated Kyoto Program (AKP) at Doshisha University in Kyoto. Similar arrangements can be made in consultation with members of the Department for students who wish to study in China, India, Korea, or Egypt.

Arabic

1. First-Year Arabic I. An introduction to Modern Standard Arabic. A combined audio-lingual and structural approach to the study of Arabic, presented in a culturally meaningful context. Intensive oral and written drills, language analysis with special emphasis on syntax, and training in rapid access to reading. Three class meetings per week, plus individual work in the language laboratory. A computer program will be available in the Computer Center. Students are expected to work on the program for two hours each week.

First semester. Professor Dallal.

2. First-Year Arabic II. A continuation of Arabic 1.

Requisite: Arabic 1 or equivalent. Second semester. Professor Dallal.

3. Second-Year Arabic I. Continuing study of Modern Standard Arabic reading, writing and speaking. Lectures, class recitations and extensive use of the language laboratory. Daily written assignments, dictations, frequent quizzes and exams. Three class hours per week.

Requisite: Arabic 2 or equivalent. First semester. Professor El Cheikh.

4. Second-Year Arabic II. A continuation of Arabic 3.
Requisite: Arabic 3 or equivalent. Second semester. Professor El Cheikh.

21. Introduction to Arab Culture and Society. A general introduction to the Arab World examining the diverse social, ethnic, and religious forces which shape modern Arab culture. Using historical and ethnographic sources, the first portion of the course will deal with the origins of Arab culture, Arab contributions to Islamic civilization, and basic characteristics and values of Arab society. The second portion of the course will provide a forum for exploring contemporary social trends and issues in the Arab Middle East including the Arab-Israeli conflict, modern reinterpretations of Islam ("fundamentalism"), the role of women in society, and East-West representations and stereotypes, through the examination and analysis of a variety of forms of Arab artistic expression including modern Arabic fiction, poetry, film, art, folklore, and music.
First semester. Omitted 1991-92.

22. Themes in Arabic Literature. The topic changes from year to year.
Second semester. Omitted 1991-92.

97, 98. Special Topics. Independent reading course.
First and second semesters. Members of the Department.

Asian

11. Perspectives on Asia: Place, Image and Person in Art and in Text. This course provides a window into several Asian cultures, especially those of India, China, Japan and Tibet, in addition to Cambodia and Indonesia. This year we will focus upon the general theme of place, which includes notions of cosmos, the absolute, the ground, the earth, landscape, architecture, and religious monument. We will look at how persons relate to their place, and especially how that relationship is represented, in such media as the visual arts and in literature, as well as in social context. Our textual source material will include major traditional classics of these cultures, such as the *Upanishads*, the *Lao Tzu*, the Confucian *Analects*, Buddhist scriptures, Hindu myth, as well as anthropological studies of oral tradition, and literary and poetic writings. Works of art examined are landscape painting, mandalas, temples, religious icons, portraits, and ritual and cultural objects. Particular themes of interest will be pilgrimage and the interaction between the imported and the indigenous.
First semester. Professors Gyatso and Morse and the Asian Languages and Civilizations Faculty.

34. Language: Its Structure and Use. An introduction to the nature of human language and the methods of modern linguistics. Both formal and interdisciplinary aspects of linguistics will be studied. The formal portion of the course will consider the structure of human languages from the perspectives of phonology, syntax, and semantics. The interdisciplinary approach to language will emphasize language variation, use, and the relation between language and cognition. Not open to students who have received credit for Asian 30.

Limited to 25 students. Second semester. Omitted 1991-92. Professor Tawa.

77. Senior Honors.

Required of all Senior majors. First semester. Members of the Department.

78. Senior Honors.

A continuation of Asian 77, culminating in a substantial piece of writing which may be presented to the Department for a degree with honors. Open to Senior majors with consent of the Department. Students intending to take this course should submit a proposal to the committee by the end of the sixth week of the fall semester, after consultation with their tutors in Asian 77. Enrollment is contingent upon the acceptance of a partial draft by a committee of three readers, which will evaluate the thesis and make recommendations for honors. Second semester.

Chinese

1. First-Year Chinese I. An introduction to Mandarin Chinese. This course emphasizes an integrated approach to basic language skills: listening, speaking, reading, and writing. Classwork is supplemented by laboratory periods which include practice with language tapes and video tapes. Three class meetings and two drill sessions per week, plus individual work in the language laboratory.

First semester. Professor Lan.

2. First-Year Chinese II. A continuation of Chinese 1. An introduction to Mandarin Chinese. This course emphasizes an integrated approach to basic language skills: listening, speaking, reading, and writing. Three hours of class work per week are supplemented by drill sessions and laboratory periods which include practice with language tapes and video tapes.

Requisite: Chinese 1 or equivalent. Second semester. Professor Lan.

3. Second-Year Chinese I. This course in Mandarin Chinese stresses oral and written proficiency at the intermediate level. In addition to the textbook there will be supplementary reading materials. Three class hours supplemented by two drill sessions and individual work in the language laboratory.

Requisite: Chinese 2 or equivalent. First semester. Professor Lan.

4. Second-Year Chinese II. A continuation of Chinese 3. This course stresses oral proficiency and introduces simplified characters. Additional supplementary reading materials will be used. Three class hours supplemented by two drill sessions and work in the language laboratory.

Requisite: Chinese 3 or equivalent. Second semester. Professor Lan.

5. Third-Year Chinese I. This course is designed to expose students to more advanced and comprehensive knowledge of Mandarin Chinese, with an emphasis on both linguistic competence and communicative competence. The class will be conducted mostly in Chinese. Three class hours supplemented by individual work in the language laboratory. Three class meetings per week.

Requisite: Chinese 4 or equivalent. First semester. Teaching Associate Yin.

6. Third-Year Chinese II. A continuation of Chinese 5. Developments of basic four skills will continue to be stressed. Students will be trained to write articles and to read Chinese in both print and hand-written forms. Three class hours supplemented by individual work in the language laboratory. Three class meetings per week.

Requisite: Chinese 5 or equivalent. Second semester. Teaching Associate Yin.

22. Modern Chinese Literature. Chinese culture, marked by its antiquity and continuity, boasts a rich and sophisticated canon of literary genres and works: the *fu* prose of the Han, the *zhiguai* fiction of the Six Dynasties, and poetry of the Tang and Song, the drama of the Yuan and the novels of the Ming and Qing. While introducing this classical tradition briefly as background, this course is designed to focus on modern Chinese literature, which is primarily literary works by twentieth-century Chinese authors. Representative works by both mainland and Taiwanese Chinese writers will be studied, such as those by Lu Xun, Bing Xin, Ba Jin, Xu Zhi-mo, Chen Yingzhen, and Bai Xian-yong. Transcultural writers like Maxine H. Kingston and Pearl S. Buck will also be included in the discussion. Throughout the course, a comparative (Chinese and Western) approach will be used and a cross-cultural perspective will be emphasized. Readings will be done in English translation.

Second semester. Professor Lan.

97, 98. Special Topics. Independent reading course.

First and second semesters. Members of the Department.

Japanese

1. First-Year Japanese I. The course will provide an introduction to the basic patterns of modern Japanese. Attention will be given to developing skills of listening, speaking, reading, and writing the kana syllabary and basic Chinese characters (kanji). Three class meetings per week plus two drill sessions and individual work in the language laboratory.

First semester. Lecturers Ohno and Yokota-Carter, Teaching Associate Ohno.

2. First-Year Japanese II. A continuation of Japanese 1. The course will emphasize mastery of patterns and will employ written materials introducing more kanji. Three class meetings per week plus two drill sessions and individual work in the language laboratory.

Requisite: Japanese 1 or equivalent. Second semester. Lecturers Ohno and Yokota-Carter, Teaching Associate Ohno.

3. **Second-Year Japanese I.** Oral practice, grammar, reading and composition are stressed to increase comprehension. Students at this level will become able to handle most everyday situations which they might encounter in Japan. Three class hours per week plus two drill sessions and individual work in the language laboratory.

Requisite: Japanese 2 or equivalent. First semester. Lecturers Ohno and Yokota-Carter, Teaching Associate Ohno.

4. **Second-Year Japanese II.** A continuation of Japanese 3. In this class, new structures of Japanese will be acquired through reading contemporary texts. Development of conversational skills will also be emphasized, and the class will be conducted mostly in Japanese. Three class hours per week plus two drill sessions and individual work in the language laboratory.

Requisite: Japanese 3 or equivalent. Second semester. Lecturers Ohno and Yokota-Carter, Teaching Associate Ohno.

5. **Third-Year Japanese I.** Discussion and writing based on contemporary Japanese writings. Emphasis on developing reading and writing skills. This course provides exposure to more complex grammatical construction and extensive practice in reading Japanese texts of moderate to great difficulty. The class will be conducted entirely in Japanese. Three class meetings per week.

Requisite: Japanese 4 or consent of the instructor. First semester. Teaching Associate Han'ura.

6. **Third-Year Japanese II.** A continuation of Japanese 5. Three class meetings per week.

Requisite: Japanese 5 or equivalent. Second semester. Teaching Associate Han'ura.

8. **Fourth-Year Readings and Videos: Contemporary Culture.** Readings of literary, journalistic and scholarly texts and viewing of videos, chosen to familiarize the student with a variety of writing and speaking styles and to illuminate diverse aspects of contemporary Japanese culture. Class discussion is in Japanese and, whenever appropriate, focuses on the gap between how a topic (such as feminism, postmodernism, racism, comic books or trade friction) is treated in the Japanese and Western media. Three class meetings per week.

Requisite: Japanese 6 or equivalent. This is a fourth year-level course. Students interested in a full fourth-year sequence should enroll in Japanese 350 at Smith College in the first semester. Second semester. Professor Solt.

21s. Classical Japanese Literature. An introduction to the classical literature of Japan from the eighth century through the Edo Period (1600-1868). After a firm grounding in poetics, we will discuss a variety of issues,

including the multifaceted relationship between author, text, audience and genre; high versus low life; the role of literature in society; and the way the tradition has been recycled in each new age. We will read and discuss poetry, fiction, diaries, essays and plays, including *The Tale of Genji, The Pillow Book of Sei Shōnagon, The Tale of the Heike, Essays in Idleness, The Man'yōshū, Kokinshū* and *Shin-kokinshū* anthologies; and Nō and Kabuki plays. In English translation. Two class meetings per week.
Second semester. Professor Solt.

22. Modern Japanese Literature. Survey course of the novel and poetry from 1868 to the present, stressing mainstream literary movements and how they came to the fore in the dialectic between Japanese traditional ideas and Western-influenced innovation. We will read and discuss works by and about Natsume Sōseki, Mori Ōgai, Yosano Akiko, Akutagawa Ryūnosuke, Nagai Kafū, Tanizaki Junichirō, Kawabata Yasunari, Mishima Yukio, Abe Kōbō, Tanikawa Shuntarō, Ōe Kenzaburō, and Tamura Ryūichi. In English translation. Two class meetings per week.
Second semester. Omitted 1991-92. Professor Solt.

23. Japanese Avant-Garde Poetry and the Arts from 1921 to the Present. This course will deal with the emergence of avant-garde movements in Japan before and after World War II. Our "texts" will range from literary material to videos of Butō dance. We will consider the intricate connection (and disconnection) of avant-garde poetry with art, photography, theater, dance, and book design. Poems to be read and discussed include those by Takiguchi Shūzō, Haruyama Yukio, Kitasono Katue and Shiraishi Kazuko; non-literary works are by Ōno Kazuo, Hijikata Tatsumi, Onchi Kōshirō, Yamamoto Kansuke, and Sugiura Kōhei. Literary works in English translation; non-literary works (video sound track, etc.) are untranslated. Two class meetings per week.
First semester. Professor Solt.

97, 98. Special Topics. Independent reading course.
First and second semesters. Members of the Department.

RELATED COURSES

Indian Civilization: Traditional India. See Anthropology 21.
First semester. Professor Babb.

Arts of Japan. See Fine Arts 42.
Second semester. Professor Morse.

Survey of Asian Art. See Fine Arts 46f.
First semester. Omitted 1991-92. Professor Morse.

Arts of China. See Fine Arts 48.
Second semester. Omitted 1991-92. Professor Morse.

Approaches to Chinese Painting. See Fine Arts 49s.
Second semester. Professor Morse.

Architectural Principles in Japan and the West. See Fine Arts 51, topic 1.
Requisite: Fine Arts 11 or 42 or 46, or consent of the instructor. Limited to 12 students. First semester. Professor Upton.

Japanese Narrative Painting. See Fine Arts 51, topic 2.
Requisite: One previous course on East Asian art or consent of the instructor. Limited to 12 students. First semester. Professor Morse.

Chinese Civilization in Historical Perspective. See History 62f.
First semester. Professor Dennerline.

Modern China. See History 63s.
Second semester. Professor Dennerline.

Topics in Chinese Civilization. See History 64.
Second semester. Professor Dennerline.

Topics in Modern Chinese History. See History 65.
First semester. Professor Dennerline.

Japanese History to 1600. See History 67.
First semester. Professor Moore.

Japan Since 1600. See History 68.
Second semester. Professor Moore.

Postwar Japan. See History 69.
First semester. Professor Moore.

The Middle East from 600 to 1300 AD. See History 72f.
First semester. Professor Petropulos.

The Middle East from 1300 to the Present. See History 73s.
Second semester. Professor Petropulos.

Music of the Whole Earth. See Music 23.
First semester. Omitted 1991-92. Professor Reck.

Seminar in World Music: Music of East Asia. See Music 24.
Second semester. Professor Reck.

Politics in Third World Nations. See Political Science 24f.
First semester. Omitted 1991-92. Professor Basu.

Indian Democracy and Chinese Communism. See Political Science 56.
Admission with consent of the instructor. Second semester. Omitted 1991-92. Professor Basu.

Taoism and Confucianism. See Religion 15.
First semester. Omitted 1991-92. Professor Gyatso.

The Islamic Religious Tradition. See Religion 17s.
Second semester. Professor Elias.

Buddhist Scriptures. See Religion 23s.
Second semester. Professor Gyatso.

Muhammad and the Qur'an. See Religion 24.
Second semester. Omitted 1991-92. Professor Elias.

Sufism. See Religion 53.
First semester. Professor Elias.

For Every Pharaoh There Is a Moses: Defining an Islamic Theology of Liberation. See Religion 54.
Second semester. Professor Elias.

Islam and Modernity. See Religion 55s.
Second semester. Omitted 1991-92. Professor Elias.

Fundamentalism in Comparative Perspective. See Religion 68.
Second semester. Omitted 1991-92. Professors Elias and Wills.

Issues in Buddhist Philosophy. See Religion 72.
Admission with consent of the instructor. Limited enrollment. Second semester. Omitted 1991-92. Professor Gyatso.

Religion, Culture, and Social Change in the Middle East. See Sociology 42.
Second semester. Professor Mirsepassi.

ASTRONOMY

Professor Greenstein.

Five College Astronomy Department Faculty: Professors Dennis, Dent, Goldsmith‡, Greenstein, Harrison, Irvine, Kleinmann, Kwan, S. Strom (Chair), and Van Blerkom; Associate Professors Arny, Dickman, Edwards‡, Predmore, Schloerb, Snell, Tademaru, White, and Young; Assistant Professors Schneider, Skrutskie and Weinberg; Lecturer K. Strom.

A joint Astronomy Department provides instruction at Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts. Introductory courses are taught separately at each of the five institutions; advanced courses are taught jointly. ASTFC indicates courses offered by the Five College Astronomy Department. These courses are listed in the catalogs of all the institutions. For ASTFC courses, students should go to the first scheduled class meeting on or following Thursday, September 5, for the fall semester and Wednesday, January 29, for the spring semester. The facilities of all five institutions are available to departmental majors. (See description under Astronomy 77, 78.) Should the needs of a thesis project so dictate, the Department may arrange to obtain special materials from other observatories.

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‡On leave second semester 1991-92.

Major Program. The minimum requirements for the rite major are Astronomy 21 and 22 plus three courses chosen from Astronomy 19, 20, 37, 38, 40, 43; Physics 32 and 33; and Mathematics 11 and 12.

Students intending to apply for admission to graduate schools in astronomy are warned that the above program is insufficient preparation for their needs. They should consult with the Department as early as possible in order to map out an appropriate program.

Students even considering a major in Astronomy are strongly advised to take Mathematics 11 in the first semester of their Freshman year and Physics 32 in the second. The sequence of courses and their requisites is such that failure to do so would severely limit a student's options. All Astronomy majors must pass a written comprehensive examination in the second semester of their Senior year.

11. Introduction to Modern Astronomy. A course reserved exclusively for students not well-versed in the physical sciences. The properties of the astronomical universe and the methods by which astronomers investigate it are discussed. Topics include the nature and properties of stars, our Galaxy, external galaxies, cosmology, the origin and character of the solar system, and black holes. Students who are even considering majoring in Astronomy are cautioned that Astronomy 11 does not constitute an introductory course within the major. Three one-hour lectures per week.

Enrollment limited to 45 students. No student who has taken any upper level math or science course will be admitted. Admission with consent of the instructor. First semester. Professor Greenstein.

13. The Solar System. (ASTFC) An introductory course dealing with civilization's evolving perception of our nearest neighbors in the universe. Slightly more advanced than Astronomy 11 and intended for students who desire a deeper though still non-technical understanding of ancient and classical conceptions of the sky; the Copernican revolution; the many motions of the Earth and planets, their causes and consequences; the tides and their influence; the surfaces, atmospheres and interiors of the planets and their satellites; minor objects in the solar system; the origin and evolution of the Earth and other planets. Same course as Astronomy 113 Honors, University of Massachusetts. To be given at the University of Massachusetts.

First semester. Professor Dent.

19s. Astronomy I: Planetary Science. (ASTFC) A freshman level introductory course for physical science majors. Topics include: planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets, and planetary rings; origin and evolution of the planets.

Requisite: One semester of a physical science and one semester of calculus (may be taken concurrently). Some familiarity with physics is essential. Second semester. Professor to be named.

20f. Cosmology. (ASTFC) Cosmological models and the relationship between models and observable parameters. Topics in current astronomy which bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determination of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and speculations concerning its future as a science.

Requisite: One semester of calculus and one semester of some physical science; no Astronomy requisite. First semester. Professor Harrison.

21. Astronomy II: Stars and Stellar Evolution. (ASTFC) Observational data on stars: masses, radii, and the Hertzsprung-Russell diagram. The basic equations of stellar structure. Nuclear energy generation in stars, evolutionary histories of stars, and the origin of the elements. White dwarfs, neutron stars (pulsars) and black holes. Extensive computer labs include introduction to scientific programming, with exercises in numerical integration, n-body simulations, and data manipulation. Recommended as the second course for physical science majors and other physical science students. Two 75-minute lectures per week plus afternoon laboratories.

Requisite: Physics 32 (students unable to meet this requisite should consult with the department). First semester. Professors Arny and Van Blerkom.

22. Astronomy III: Galactic and Extragalactic Astronomy. (ASTFC) Structure and internal motion of the Galaxy; observations of interstellar matter; star formation and evolution of the Galaxy; classification of galaxies, the extragalactic distance scale, and clusters of galaxies; active galaxies and quasars; Newtonian cosmology, the dark matter problem, and the early universe. Continuation of scientific programming labs from Astronomy 21. Two 75-minute lectures per week plus afternoon laboratories.

Requisite: Astronomy 21. Second semester. Professor to be named.

34. History of Astronomy. (ASTFC) Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe, and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages; the Copernican Revolution and the infinite universe; the Newtonian universe of stars and natural laws, the mechanistic universe in the Age of Reason of the eighteenth century (century of progress), and in the nineteenth century (century of evolution). Development in gravitational theory from ancient until modern times; development in our understanding of the origin, structure, and evolution of stars and galaxies; and developments in modern astronomy. Nontechnical with emphasis on history and cosmology.

Second semester. Professor Dennis.

37. Observational Techniques in Optical and Infrared Astronomy. (ASTFC) An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics. Instrumentation for imaging, photometry, and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation, with an emphasis on globular clusters. Evening laboratories, to be arranged.

Requisite: Physics 33 and Astronomy 22. Not open to Freshmen. First semester. Professors Edwards and S. Strom.

38. Techniques of Radio Astronomy. (ASTFC) Introduction to equipment, techniques, and the nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry, and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds, and extragalactic objects. Two lectures and laboratory. Laboratories familiarize students with radio spectroscopy; data collection and analysis using the computer controlled 21 cm wavelength laboratory telescope and the 14 meter diameter FCRAO radio telescope.

Requisite: Physics 33. Not open to Freshmen. Second semester. Professor to be named.

40. Seminar: Topics in Astrophysics. (ASTFC) Devoted each year to a particular topic of current research interest, this course will commence with a few lectures in which an observational and a theoretical problem is laid out, but then quickly move to a seminar format. In class discussions a set of problems will be formulated, each designed to illuminate a significant aspect of the topic at hand. The problems will be substantial in difficulty and broad in scope: their solution, worked out individually and in class discussions, will constitute the real work of the course. Students will gain experience in both oral and written presentation. Topics vary from year to year. In 1991-92 the topic will be star formation.

Requisite: Astronomy 22. Second semester. Professors Greenstein and S. Strom.

43. Astrophysics. A course on the quantitative application of physics to the understanding of astronomical phenomena. Through the study of one or more topics such as the interior structure of a star, the dynamics of a star cluster, the photoionized region around a hot star, the phenomenon of extragalactic radio sources, students learn how the principles of physics are applied to derive theoretical relations and results for comparison with astronomical observations.

Requisite: Physics 35. No previous astronomy courses required. First semester. Professor Kwan.

73, 74. Reading Course. Students electing this course will be required to do extensive reading in the areas of astronomy and space science. Two term papers will be prepared during the year on topics acceptable to the Department.

Open to Seniors. First and second semesters. The Department.

77, 78. Senior Honors. Opportunities for theoretical and observational work on the frontiers of science are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology. Facilities include the Five-College Radio Astronomy Observatory, the Laboratory for Infrared Astrophysics, balloon astronomy equipment (16-inch telescope, cryogenic detectors), and modern 24- and 16-inch Cassegrain reflectors. An Honors candidate must submit an acceptable thesis and pass an oral examination. The oral examination will consider the subject matter of the thesis and other areas of astronomy specifically discussed in Astronomy courses.

Open to Seniors. Required of Honors students. First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

BIOLOGY

Professors S. George, Hexter (Chair), Poccia, Williamson, and Zimmerman; Adjunct Professor Goldsby; Associate Professors Ewald* and Ratner; Assistant Professor Lyons‡; Visiting Assistant Professor Lent.

The Biology curriculum is designed to maintain a balance between the needs of students preparing for postgraduate work in Biology or medicine, and the purposes of a liberal arts college.

Courses for Non-Major Students. Biology 10, 14, and 16 each focus on one area of Biology, and are specifically intended for non-majors. These courses will not normally count towards the Biology major and are not recommended for fulfilling the admissions requirements for medical school. The two semesters of Introductory Biology (Biology 18 and 19) may also be taken by non-majors who wish a broad introduction to the life sciences.

Major Program. For students in the class of 1995 and subsequent classes, the Biology major consists of three kinds of courses: (1) the two Introductory Biology courses (Biology 18 and 19); (2) four courses in physical sciences and mathematics (Mathematics 11, Chemistry 11 or 15, Chemistry 12, and Physics 16 or 32); (3) five additional courses in Biology, chosen according to each student's needs and interests, subject to two constraints. First, at least three of the five must be laboratory courses. (Laboratory courses are Biology 21, 22, 23, 26, 29, 30, 35, 38, and 39.) Second, students must take at least one course in each of three areas of Biology: (1) molecular and cellular mechanisms of life processes: Cell Biology (Biology 29), Biochemistry (Biology 30), Immunology (Biology 33); (2) integrative processes that show the relationship between molecular mechanisms and macroscopic phenomena: Developmental Biology (Biology 22), Animal Physiology (Biology 26), Neurobiology (Biology 35); and (3) evolutionary explanations of biological phenomena: Ecology (Biology 23), Evolutionary Biology (Biology 32), Animal Behavior (Biology 38), Plant Population Biology and Evolution (Biology 39).

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*On leave 1991-92.

‡On leave second semester 1991-92.

All Biology majors will take a Senior comprehensive examination administered by the Department.

Most students should begin with Biology 18 in the spring semester of their Freshman year; students with a strong high school biology background may take Biology 19 in the fall semester of the Freshman year.

Students in classes prior to the class of 1995 may satisfy either the new requirements as described above, or the previous requirements. These are: Biology 12; four core courses chosen from Biology 21, 22, 23, 26, 29, and 32; one advanced laboratory course chosen from Biology 30, 35, 38, and 39; and one seminar course chosen from Biology 33, 43, 53, and 57. The seminar requirement is waived for students completing Honors in Biology. These requirements are explained in more detail in catalogs prior to 1991-92. Students in the classes of 1992, 1993, and 1994 who have already taken Biology 12 and who wish to follow the new requirements would take, in addition to Biology 12, six Biology courses numbered 21 and above, including at least four laboratory courses and at least one course in each of the three areas of Biology as noted above.

Students preparing for graduate study in life sciences should consider taking Chemistry 21 and 22, Physics 17, and a course is statistics in addition to the minimum requirements for the Biology major. Biology majors should also note that two Biology courses have prerequisites in addition to the requirements for all majors: Chemistry 21 is prerequisite to Biology 30, and Physics 17 is prerequisite to Biology 35.

Honors Program. Honors work in Biology is an opportunity to do original laboratory or field research and to write a thesis based on this research. The topic of thesis research is chosen in consultation with a member of the Biology department who agrees to supervise the Honors work. Candidates for Honors in Biology will also attend the Biology seminar, at which faculty, students and visitors discuss current research in the life sciences. Honors candidates take Biology 77 and D78 in addition to the other requirements for the major, except that Honors candidates may take four rather than five courses in addition to Biology 18 and 19, subject to the laboratory and subject area constraints.

Courses for Premedical students. Students not majoring in Biology may fulfill the two-course minimum premedical requirement in Biology in any of three ways: (1) Biology 18 and 19, or (2) Biology 18 plus one of the laboratory courses for which it is prerequisite (Biology 23, 26, 35, 38, or 39), or (3) Biology 19 plus one of the laboratory courses for which it is prerequisite (Biology 22, 26, 29, 30, or 35)

10. The Theory of the Gene. A course for non-science students. An examination of the changing concept of the gene starting with Mendel and including the chromosome theory of heredity, gene action, and the nature of the gene. The Watson-Crick model of DNA will be given special attention including its modern applications of recombinant DNA and gene therapy. The course will emphasize the experiments and experimenters involved in discovery. This course is intended primarily for students who have not taken a laboratory science course. Three classroom hours per week.

Second semester. Professor Hexter.

12f. Introductory Biology. An introduction to the questions, approaches, and materials of biological science. The diversity of organisms, the adaptive nature of their structure and function, the evolutionary basis of these adaptations, and the cellular and subcellular mechanisms of selected life processes. Four classroom hours and four hours laboratory per week.

Limited enrollment. Preference to non-Freshmen. First semester. Professor Zimmerman.

14. Human Sociobiology. A study of how recent extensions of the theory of natural selection explain the origin and evolution of animal and human social behavior. After consideration of the relevant principles of genetics, evolution, population biology, and animal behavior, the structure and evolution of animal societies will be discussed. With this background, several aspects of human social evolution will be considered: the ecology of subsistence, differences between men and women, systems of kinship and marriage, incest, reciprocity and exchange, warfare and the evolution of laws and justice. Three hours of lecture and occasional films per week.

Second semester. Omitted 1991-92. Professor Zimmerman.

16. The Brain: An Introduction. A course for non-science majors, and for students early in their academic careers who wish to experience one aspect of neuroscience before making a commitment to further study in that field.

Brains are made of nerve cells. We will use classical and modern neuroanatomical methods to make visible in the microscope the structure of nerve cells from organisms such as frogs, crickets, mice, and snails. We will also make observations and do experiments to find out how nerve cells are organized into brains, how nerve cells and brains develop early in life, and how they change during life as a result of processes such as learning and aging. Two classroom hours and four hours of laboratory per week.

Limited to 24 students. Second semester. Omitted 1991-92. Professor George.

18. Adaptation and the Organism. An introduction to the diversity of life. Emphasis is on how organisms are built and how they work, at levels of organization ranging from internal organs, through interacting organisms, to ecological communities. The central theme of the course is the contribution of evolutionary processes to structure and function at each level of organization. Four classroom hours and four laboratory hours per week.

Second semester. Professors to be named.

19. Molecules, Genes and Cells. An introduction to the molecular and cellular processes common to life. A central theme is the genetic basis of cellular function. Four classroom hours and four laboratory hours per week.

First semester. Omitted 1991-92.

21. Genetics. A study of the basic facts of heredity and a consideration of the various hypotheses for the action of genes in the control of cellular and multi-cellular processes. Four classroom hours and four hours of laboratory work per week.

Requisite: Biology 12 and completion of, or concurrent registration in, Chemistry 11. Not open to Freshmen. First semester. Professors Hexter and Ratner.

22. Developmental Biology. A study of the development of animals, leading to the formulation of the principles of development, and including an introduction to experimental embryology and developmental physiology. Four classroom hours and four hours of laboratory per week.

Requisite: Biology 12. Not open to Freshmen. Limited to two sections of 24 students each. Second semester. Professor Poccia.

23. Ecology. A study of the relationships of plants and animals (including humans) to each other and to their environment. Topics will include responses to the physical environment, behavioral interactions, population growth and its limits, competition within and between species, predation, plant-animal interactions, and effects of humans and other organisms on regional and global stability. Four classroom hours and four hours of laboratory or field work per week.

Requisite: Biology 12 or consent of the instructor. First semester. Professor Lent.

26. Animal Physiology. Function, structure and regulation in biological tissues, organs, and organ systems. How organisms maintain their body form against gravity, manage food intake, control ion and water content, circulate fluids, exchange gases, respond to temperature changes, and process sensory information. How these activities are regulated by the nervous system and by hormonal controls. Four classroom hours and four hours of laboratory work per week.

Requisite: Biology 12, Physics 16 or 32, and Chemistry 11. Not open to Freshmen. Second semester. Professor Williamson.

29. Cell Structure and Function. An analysis of the structure and function of cells in plants, animals, and bacteria. Topics to be discussed include the cell surface and membranes, cytoskeletal elements and motility, cytoplasmic organelles and bioenergetics, the interphase nucleus and chromosomes, mitosis, meiosis, and cell cycle regulation. Three classroom hours and four hours of laboratory per week.

Requisite: Biology 12 and completion of, or concurrent registration in, Chemistry 12. First semester. Professors Poccia and Williamson.

30. Biochemistry. (Also Chemistry 30.) A study of the structure and function of biologically important molecules. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisite: One semester of organic chemistry and one semester of biology. The biology requirement may be waived for chemistry majors. Second semester. Professors O'Hara and Ratner.

32. Evolutionary Biology. A study of evolutionary explanations in the life sciences, which includes consideration of population genetics and ecology, the nature of natural selection, the origin of life, the evolution of macro-molecules and cell organelles, the evolution of behavior and societies, the fossil record of vertebrates and man, and the evolution of culture. Four classroom hours per week.

Requisite: Biology 12. Second semester. Professor Zimmerman.

33. Immunology. The immune response is a consequence of the developmentally programmed or antigen-triggered interaction of a complex network of interacting cell types. These interactions are controlled by regulatory molecules and often result in the production of highly specific cellular or molecular effectors. This course will present the principles underlying the immune response and describe the methods employed in immunology research. In addition to lectures, a program of seminars will provide an introduction to the research literature of immunology. Four class hours per week.

Requisite: Biology 12 and either Biology 21, 29 or 30. Limited to 24 students. First semester. Professor Goldsby.

35. Neurobiology. Nervous system function at the cellular and subcellular level. Ionic mechanisms underlying electrical activity in nerve cells; the physiology of synapses; transduction and integration of sensory information; the analysis of nerve circuits; the specification of neuronal connections; trophic and plastic properties of nerve cells; and the relation of neuronal activity to behavior. Four classroom hours and four hours of laboratory work per week.

Requisite: Biology 12, Chemistry 11, and either Physics 17 or 33. Limited to 24 students. First semester. Professor George.

38. Animal Behavior. Analyses of animal behavior emphasizing ecological and evolutionary approaches, but also incorporating psychological and ethological perspectives. Topics include procurement and allocation of resources, defenses against predation and parasitism; learning, decision making and behavioral development; cycles of behavior; deceptive versus honest communications; cooperation and altruism; courtship, mating systems, and parental care; sexual selection; aggression, rape, territoriality and dominance. Four classroom hours and four hours of laboratory per week.

Requisite: Biology 23 or 32, or consent of the instructor. Second semester. Omitted 1991-92. Professor Ewald.

39. Plant Population Biology and Evolution. An analysis of processes that affect plant populations, combining ecological and evolutionary perspectives. Topics include pollination biology, sexual vs. asexual reproduction, hybridization and polyploidy, development and phenotypic plasticity, nuclear-cytoplasmic gene interactions, speciation, and phylogenetic reconstruction using morphological and molecular information. Coursework will include lectures, student presentations, and field, greenhouse, and molecular genetics laboratory work. Four classroom hours and four hours of laboratory per week.

Requisite: Biology 23 or 32 or consent of instructor. First semester. Omitted 1991-92. Professor Lyons.

43s. Seminar in Evolution. Interdisciplinary approaches to biological issues from the perspective of evolutionary biology. The general topic for 1991 will be evolutionary epidemiology. Specific issues will include cultural influences on the evolution of virulence among diseases such as AIDS and cholera; coevolution of defenses and counter-defenses; effects of transmission modes and population sizes on host/parasite coevolution; factors favoring evolution towards mutualism versus parasitism; and the consequences of evolutionary investigations for evaluating alternative public health policies. Three hours per week.

Requisite: Biology 23, 32, 38, or 39, or consent of the instructor. Second semester. Omitted 1991-92. Professor Ewald.

47. Seminar in Evolutionary Ecology. A study of phenomena at the intersection of evolutionary biology and ecology. The general subject for 1991-92 will be coevolutionary interactions between species and their consequences for ecological intervention. Specific topics will include plant-plant competition, herbivory, parasitism, and plant-fungus mutualism, as well as ecological intervention via biological control, integrated pest management, conservation biology, and restoration ecology. Three hours per week.

Requisite: Biology 23 or 32, or consent of the instructor. Limited to 15 students. First semester. Professor Lyons.

53. Seminar in Molecular Genetics. A discussion of selected areas in eukaryotic molecular genetics including such topics as: transposable elements; RNA processing; catalytic RNA; transcriptional promoters and enhancers; DNA-protein interactions; recombinant DNA techniques and applications. Three hours per week.

Requisite: Biology 21 or 30, or consent of the instructor. Limited to 12 students. First semester. Omitted 1991-92. Professor Ratner.

56. Seminar in Neurobiology. Recent discoveries and current controversies related to one aspect of nervous system research. In 1991-92 the subject will be the physiology and molecular biology of single ion channels and the role of these channels in electrical signalling, synaptic transmission, neural plasticity, and nervous system diseases. Three hours per week.

Requisite: Biology 29, 30, or 35. Open to Juniors and Seniors. Limited to 15 students. Second semester. Professor R. Kropf.

57. Seminar in Developmental Genetics. A discussion of mechanisms by which organisms differentiate and develop pattern and form. Topics will include homeotic, segmentation and maternal effect mutations, cell lineage analysis, teratomas, chimeras, and programmed cell death. Classical and molecular genetic approaches will focus upon three key organisms, namely the nematode, *C. elegans*, the fruit fly, *D. melanogaster*, and the mouse, *M. musculus*. Three hours per week.

Requisite: Biology 21 or 22, or consent of the instructors. Limited to 15 students. First semester. Omitted 1991-92. Professors Poccia and Ratner.

77, D78. Senior Honors. Honors students usually, but not always, take three courses of thesis research, with the double course load in the spring. The work consists of seminar programs, individual research projects, and preparation of a thesis on the research project.

Open to Seniors. First and second semesters. The Staff.

97, H97, 98, H98. Special Topics. Independent reading or research courses. Half or full course as arranged.

First and second semesters.

RELATED COURSE

Tropical Deforestation. See Colloquium 13.

Requisite: Biology 12 or Economics 11. Admission with consent of the instructors. Limited to 18 students. First semester. Omitted 1991-92. Professors Beals and Lyons.

BLACK STUDIES

Professors Abiodun (Chair), Davis, Rushing, and Wills; Associate Professors Gooding-Williams and Sander†; Assistant Professors Blight and Cobham-Sander.

Black Studies is an interdisciplinary exploration of the histories and cultures of black peoples in Africa and the diaspora. It is also an inquiry into the social construction of racial differences and its relation to the perpetuation of racism and racial domination.

Major Program. A major in Black Studies usually consists of a minimum of ten courses. Courses required of all majors are: Black Studies 11 (normally to be taken by the end of the Sophomore year), Black Studies 97 or 98 (or Black Studies 77), and beginning with majors of the Class of 1994, an integrative seminar (designated each year as such by the department) usually taken during the spring semester of the Junior year. In addition, each major normally will be required to take courses offered or approved by the Department in at least three distinct disciplines, and to take at least two such courses in each of the three following areas: Africa, the United States, and Latin America and the Caribbean. Each major will also be expected to take at least one course other than Black Studies 11 that focuses on cultural connections between Africa and the diaspora (e.g., Black Studies 35, 40, or 60, Fine Arts 50 or Religion 32). Early in the spring semester of the Senior year, all majors will be required to pass a comprehensive examination in Black Studies.

Field Work. Majors are encouraged to participate in field work or its equivalent in one of the following ways: (1) course-related work in local communities; (2) research and participation in communities elsewhere in the United States; (3) study and work abroad (e.g., in Sub-Saharan Africa or the Caribbean).

Honors Program. Candidates for Honors in Black Studies must complete the Major Program, satisfy the general honors requirements of the College, and complete the Seniors Honors sequence, BS 77 and BS 78 or D78. The Honors sequence will be devoted to a special research project culminating in a thesis. Honors recommendations will be based both on the quality of the thesis and the student's entire academic record.

11s. Introduction to Black Studies. An interdisciplinary introduction to Black Studies. Topics will include the Frazier-Herskovitz debate, the sociology of the black underclass, the literary criticism of black literature, contemporary discussions of Eurocentrism and Afrocentrism, and the conceptual framework of black history.

Second semester. Professors Blight and Cobham-Sander.

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†On leave first semester 1991-92.

22. Introduction to African-American Music and Musicians. This is a survey course covering spirituals, folk music, blues, gospel, jazz, and classical music of African-Americans. Topics also include brief overviews of the music of Africa and other non-western cultures. Lecture, discussion, reading, and listening.

Limited to 50 students. Second semester. Professors Tillis and Boyer of the University of Massachusetts.

25s. Visual and Verbal Metaphors in Africa. This course explores the various ways in which traditional African visual and verbal arts are interdependent. Focussing on the Yoruba of southwestern Nigeria, it will examine and analyze Yoruba art as metaphor, a concept known as *Owe* in the Yoruba language. This approach to the study of art in an African society makes it possible to include the verbal and performing arts which are still living forms through which important information has been preserved in the traditionally non-literate societies of Africa.

Second semester. Professor Abiodun.

26f. Myth, Ritual and Iconography in West Africa. Through a contrastive analysis of the religious and artistic modes of expression in four West African societies: the Tikar chiefdoms of the Cameroon grasslands, the Asanti of the Guinea Coast, and the Yoruba and Igbo peoples of Nigeria, the course will explore the nature and logic of symbols in an African cultural context. We shall address the problem of cultural symbols in terms of African conceptions of performance and the creative play of the imagination in ritual acts, masked festivals, music, dance, oral histories, and the visual arts as they provide the means through which a cultural heritage and identity is transmitted and preserved, while, at the same time, being the means for innovative responses to changing social circumstances.

First semester. Professors Abiodun, Goheen and Lobdell.

28. Oral Literature in Africa. This course is designed to be a broad survey of the major genres of African oral literature. It will focus on the types of oral literature in Africa, their content, language style and structure as well as their significance in the African cultural context. The course will also discuss the role of oral literature in contemporary Africa.

Second semester. Omitted 1991-92.

31. African-American History from the Slave Trade to Reconstruction. (Also History 33.) This course is a survey of the history of African-American men and women from the sixteenth and seventeenth centuries through the Civil War and Reconstruction (1861-77). The content is a mixture of the social, cultural, and political history of blacks during two and a half centuries of slavery with the story of the black freedom struggle and its role in America's national development. Among the major questions addressed: the slave trade in its moral and economic dimensions; African retentions in African-American culture; origins of racism in colonial America; how blacks used the rhetoric and reality of the American and Haitian Revolutions to their advancement; antebellum slavery; black religion and family under slavery and freedom; the free black experience in North and South; the crises of the 1850s; the role of race and slavery in the causes, course, and consequences of the Civil War; and the meaning of emancipation and Reconstruction for blacks. Readings include historical monographs, slave narratives by men and women, and one work of fiction.

First semester. Omitted 1991-92. Professor Blight.

32. African-American History from Reconstruction to the Present. (Also History 34.) This course is a survey of the social, cultural, and political history of African-American men and women since the 1870s. Among the major questions addressed: the legacies of Reconstruction; the political and economic origins of Jim Crow; the new racism of the 1890s; black leadership and organizational strategies; the Great Migration of the World War I era; the Harlem Renaissance; the urbanization of black life and culture; the impact of the Great Depression and the New Deal; the social and military experience of World War II; the causes, course and consequences of the modern civil rights movement; the experience of blacks in the Vietnam War; and issues of race and class in the 1970s and 1980s. Readings and materials include historical monographs, fiction, and documentary films.

Second semester. Professor Blight.

33s. Philosophy, Race and Racism. (Also Philosophy 22). An examination of selected philosophical discussions of race and racism. Possible topics include the conceptual connections between racist thinking and certain canonized philosophical positions (e.g., Locke's empiricism), the use of traditional philosophical thought (e.g., the philosophy of history) to characterize and explain the differences between European and black African cultures, the close relationship between theories of racial alienation and theories of personal identity, the genealogy of modern racism, and the racism implicit in Pan-Africanism. Readings from historical and contemporary sources.

Second semester. Professor Gooding-Williams.

34. Introduction to African-American Poetry. A survey of folk and formal poetry with particular emphasis on the Harlem Renaissance of the 1920s and the Black Arts Movement of the 1970s which pays close attention to the oral origins of written poetry and to the ways music is both a recurring subject and the source of forms. After a grounding in sermons, spirituals, and the blues, we will study such writers as: Imamu Baraka, Gwendolyn Brooks, Sterling Brown, Lucille Clifton, Michael Harper, Robert Hayden, Langston Hughes, Audre Lorde, Haki Madhubuti, and Sonia Sanchez.

Preference will be given to those who have taken Black Studies 11 or English 11. Second semester. Professor Rushing.

35. Short Stories from the Black World. This course which includes presentations by African, Caribbean, and African-American story-tellers, studies the oral origins of written stories and the thematic and stylistic continuities between orature and written literature. Among the authors to be read are Chinua Achebe, Ama Ata Aidoo, Toni Cade Bambara, Jan Carew, Charles Chesnutt, J. California Cooper, Bessie Head, Jamaica Kincaid, Earl Lovelace, Paule Marshall, James Alan McPherson, Grace Ogot, Opal Adisa Palmer, Richard Rive, Samuel Selvon, and Richard Wright.

First semester. Professor Rushing.

36. **Creative Writing from Contemporary Africa.** (Also French 36.) This course will use a comparative approach to modern African creative writing in the three major European languages: English, French, and Portuguese. Bringing together writers from East, West, South, and North Africa, discussions will focus on such issues as political and cultural independence, economic development, and social justice as they are raised in creative writing. Readings will include works by Ngugi wa Thiong'o of Kenya, Buchi Emecheta of Nigeria, Aminata Sow Fall and Ousmane Sembene of Senegal, Luandino Vieira of Angola, Alex La Guma of South Africa, and Driss Chraibi of Morocco. All works will be read in English, but students are encouraged to study the originals.

Second semester. Omitted 1991-92. Professor Sander.

39. **The Civil War and Reconstruction Era.** (Also History 35.) See History 35 for course description.

Limited to 25 students. First semester. Omitted 1991-92. Professor Blight.

40. **Images of Black Women in Black Literature.** This cross-cultural course examines similarities and differences in portrayals of girls and women in Africa and its New World diaspora with special emphasis on the interaction of gender, race, class, and culture. Texts are drawn from Africa, the Caribbean, and the United States. Topics include motherhood, work, and sexual politics. Authors vary from year to year and include: Toni Cade Bambara, Maryse Condé, Nuruddin Farah, Bessie Head, Merle Hodge, and Paule Marshall.

Second semester. Omitted 1991-92. Professor Rushing.

45. **The Encounter Between Africa and the West.** In this course, we will compare and contrast literary responses by Western and African writers to the first encounter between Africa and Europe, the colonial experience, the struggle for Independence, and the current post/neo-colonial age. The Western viewpoint will be represented by William Shakespeare, Joseph Conrad, Robert Ruark, and Caribbean novelist V.S. Naipaul; the African viewpoint by Ayi Kwei Armah, Chinua Achebe, Ousmane Sembene, and Ngugi wa Thiong'o. Among other things we will explore the ideological assumptions behind the depictions of African and European characters, the debate about African development, and the portrayal of African customs and institutions in each literary work. A theoretical/historical framework will be provided by readings from Frantz Fanon's *The Wretched of the Earth* and Walter Rodney's *How Europe Underdeveloped Africa*.

First semester. Omitted 1991-92. Professor Sander.

47s. African-American Religious History. A study of African-American religion, from the time of slavery to the present, in the context of American social, political, and religious history. Consideration will be given to debates concerning the "Africanity" of black religion in the United States, to the role of Islam in African-American religious history, and to the religious impact of recent Caribbean immigration. The major emphasis throughout the course, however, will be on the history of African-American Christianity in the United States. Topics covered will include the emergence of African-American Christianity in the slavery era, the founding of the independent black churches (especially the AME church) and their institutional development in the nineteenth century, the predominant role of the black Baptist denominations in the twentieth century, the origins and growth of black Pentecostalism, the increasing importance of African-American Catholicism, the role of the churches in social protest movements (especially the civil rights movement) and electoral politics, the changing forms of black theology, and the distinctive worship traditions of the black churches.

Second semester. Omitted 1991-92. Professor Wills.

60. Perceptions of Childhood in African and Caribbean Literature. (Also English 60.) See English 60 for course description.

Open to Freshmen with consent of the instructor. Second semester. Professor Cobham-Sander.

61. Seminar on Race and Reunion: The Memory of the Civil War in American Culture. (Also History 36f.) See History 36f for course description.

Not open to Freshmen. Admission with consent of the instructor. Limited to 20 students. First semester. Professor Blight.

63. Introduction to Caribbean Literature in English. (Also English 63.) See English 63 for course description.

Open to Freshmen with consent of the instructor. First semester. Omitted 1991-92. Professor Cobham-Sander.

64f. Issues of Gender in African Literature. (Also English 64f.) This course explores the ways in which issues of gender are presented by African writers and perceived by readers and critics of African writing. We will examine the insights and limitations of selected feminist, post-structural and post-colonial theories when they are applied to African texts. We will also look at the difference over time in the ways that female and male African writers have manipulated socially acceptable ideas about gender in their work. Texts will be selected from the oeuvres of established writers like Soyinka, Achebe, Ngugi and Head, as well as from among more recent work by writers like Farah, Aidoo, and Dangaremba. Preference will be given to students who have completed a previous course on African literature, history, or society.

Not open to Freshmen. Limited to 25 students. First semester. Professor Cobham-Sander.

65s. Literature of the Caribbean Region. (Also English 82 and French 36.) See English 82 for course description.

Second semester. Professor Sander.

66f. The Political and Philosophical Thought of Frantz Fanon. Frantz Fanon (1925-1961) was one of the most important thinkers produced by the anti-colonial struggles of what has come to be called the "Third World." The larger social and historical frame within which he articulated his political and philosophical thought was the actual process of the global collapse of European colonial hegemony, i.e., the struggle for emancipation of the colonized. Fanon first encountered the problem of the 'otherness' of the colonized in his youth in Martinique and in his psychiatric work in France and Algeria. In engaging this problem he went beyond the confines of psychiatry and explored these problems in a political and philosophical manner. The task of the course is the interpretative exploration of Fanon's central texts in the order of their production with the aim of comprehending Fanon's thinking on revolutionary transformations and exploring the sources of his political and philosophical perspective.

First semester. Professor Serequeberhan of Hampshire College.

75. Justifying the Margin: The Cultural Construction of Russian and African-American "Soul." (Also Colloquium 75.) See Colloquium 75 for course description.

Open to Juniors and Seniors. First semester. Professors Gooding-Williams and Peterson.

77, D77, 78, D78. Senior Honors.

97, H97, 98, H98. Special Topics.

The following courses are listed for inclusion in a Black Studies Major.

African Cultures and Societies. See Anthropology 26.

Second semester. Professor Goheen.

The Crisis of the State in Africa. See Anthropology 42f.

Requisite: A prior course pertaining to Africa and consent of the instructors. Limited to 20 students. First semester. Omitted 1991-92. Professors Goheen and Redding.

African Systems of Belief and Knowledge in Historical Perspective. See Anthropology 46.

Requisite: A prior course pertaining to Africa or consent of the instructors. Limited to 20 students. Second semester. Omitted 1991-92. Professors Goheen and Redding.

Imperialism in Modern Literature. See English 47.

Requisite: At least one previous course in African Studies. Limited to 30 Juniors and Seniors. Students will be equitably distributed among the Five Colleges. First semester. Professor Ngugi wa Thiong'o.

African Voices: Modern African Literature. See English 55s.
Not open to Freshmen. Second semester. Professor Rushing.

Introduction to African-American Literature. See English 59s.
Second semester. Omitted 1991-92. Professor McLendon.

Literature of the Civil Rights Movement. See English 67s.
Second semester. Omitted 1991-92. Professor Townsend.

Creating a Self: Black Women's Testimonies, Memoirs, and Autobiographies. See English 75, Topic 1.
First semester. Professor Rushing.

Major African-American Authors. See English 76.
Requisite: English 59 recommended. Limited to 20 students. Second semester. Omitted 1991-92. Professor McLendon.

Survey of African Art. See Fine Arts 47s.
Second semester. Professor Abiodun.

African Art and the Diaspora. See Fine Arts 50f.
First semester. Professor Abiodun.

Caribbean History. See History 50f.
First semester. Professor Campbell.

Topics on the Caribbean and Latin America. See History 51s.
Second semester. Professor Campbell.

Seminar on Peoples and Cultures of the Caribbean. See History 52.
Open to Freshmen with consent of the instructor. Limited to 25 students. Second semester. Omitted 1991-92. Professor Campbell.

Trade and Plunder in Latin America and the Caribbean. See History 53s.
Second semester. Omitted 1991-92. Professor Campbell.

Colonial Society in Latin America, 1492-1825. See History 56f.
First semester. Omitted 1991-92.

Introduction to South African History. See History 81s.
Second semester. Professor Redding.

Topics in African History. See History 82f.
Limited to 25 students. First semester. Omitted 1991-92. Professor Redding.

State and Society in Africa Before the European Conquest. See History 83.
First semester. Professor Wilson of Smith College.

Twentieth-Century Africa. See History 84f.
First semester. Omitted 1991-92. Professor Redding.

Comparative Slave Systems. See History 91.
First semester. Professor Campbell.

Religion in the Atlantic World, 1450-1808. See Religion 32f.
First semester. Omitted 1991-92. Professor Wills.

Women and Social Change. See Women's and Gender Studies 12.
Second semester. The Department.

The World Columbus Found: Pre-Columbian Civilizations of Latin America and the Caribbean. See Colloquium 12.
Second semester. Professors Campbell and Proulx (University of Massachusetts).

Africans in the Atlantic World. See Colloquium 38.
Second semester. Omitted 1991-92. Professors O'Connell and Wills.

BRUSS SEMINARS

11. **Hormones and Behavior.** This course will analyze how hormones influence the brain and behavior. We will focus on the role gonadal hormones play in animal behaviors such as aggression and sex and consider whether these hormones greatly influence human behaviors. Sexual orientation, maternal behavior, cognitive abilities, the menopause, etc., will be addressed from the point of view of science and from a social, historical and cultural perspective. Students must have a strong science background; knowledge of biology or neuroscience is preferred.

Admission with consent of the instructor. Limited to 20 students. First semester. Professor Raskin.

12. **Women in Science.** This course will review the history of women in science focusing on their place in higher education and in industry. Why do women choose to study science? Why don't they? As examples we will read about the lives and the science of Barbara McClintock, Rosalind Frankin, Cecilia Payne Gaposchkin, Rita Levi-Montalcini, and others.

Limited to 25 students. Second semester. Professors Raskin and O'Hara.

CHEMISTRY

Professors Dooley (Chair), Fink, Kropf, Kushick‡, and Silver*; Associate Professors Hansen and O'Hara; Assistant Professor Marshall; Dreyfus Fellow Turowski.

Major Program. Students considering a major in Chemistry should consult a member of the Department as early as possible, preferably during their Freshman year. This will help in the election of a program which

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*On leave 1991-92.
‡On leave second semester 1991-92.

best fits their interests and abilities and which makes full use of previous preparation. Programs can be arranged for students considering careers in chemistry, chemical physics, biochemistry, biophysical chemistry, biomedical research, medicine, and secondary school science teaching.

The minimum requirements for a major in Chemistry are Chemistry 11 or Chemistry 15, Chemistry 12, Chemistry 21, and four of the following five courses: Chemistry 22 (Organic Chemistry II), 30 (Biochemistry), 35 (Inorganic Chemistry), 43 (Physical Chemistry) and 44 (Modern Physical Chemistry). In addition, Mathematics 12 and Physics 16 or 32 are required for Physical Chemistry. Students planning a Chemistry major should strive to complete Chemistry 11 and 12 and Mathematics 11, or their equivalents, by the end of Freshman year.

Honors Program. A candidate for the degree with Honors will also elect Chemistry 77 and D78 in the Senior year. It is helpful in pursuing an Honors program for the student to have completed physical and organic chemistry by the end of the Junior year. However, either of these courses may be taken in the Senior year in an appropriately constructed Honors sequence. Honors programs for exceptional interests, including interdisciplinary study, can be arranged on an individual basis by the departmental advisor.

Honors candidates attend the Chemistry seminar during their Junior and Senior years, participating in it actively in the Senior year. All Chemistry majors should attend the seminar in their Senior year. At this seminar discussions of topics of current interest are conducted by staff members, visitors and students.

In the Senior year an individual thesis problem is selected by the Honors candidate in conference with some member of the Department. Current areas of research in the Department are: computer simulation of biomolecular behavior; studies of selective enzyme inhibition; protein-nucleic acid interactions; immunochemistry; biochemistry of calcium proteins and chelators, lanthanide metal analogues of metalloproteins; chemistry of the visual process; the chemistry of olfaction; mechanisms of enzyme-catalyzed and related processes; studies of the influence of inorganic ions on biological function; chemistry and reaction mechanisms in bioinorganic systems; photochemistry and gas phase kinetics; and high resolution molecular spectroscopy of jet-cooled species.

Candidates submit a thesis based upon their research work. Recommendations for the various levels of Honors are made by the Department on the basis of the thesis work, the comprehensive examination, and course performance.

Note on Placement: Students registering for Chemistry 11, 11s, or 15 are asked to take a placement examination to aid in assigning them to the appropriate course.

Chemistry 10 has been designed to introduce non-science students to important concepts of Chemistry. This course may be elected by any student, but it does not satisfy the major in Chemistry nor is it recommended as a means of satisfying the admission requirements of medical schools.

10. Energy and Entropy. (Also Physics 10.) Primarily for non-science majors, this course is focused on the concepts of energy and entropy, ideas which play a central role in our attempts to understand the universe in which we live. The course, designed for those who wish to gain an appreciation and understanding of two of the most far-reaching laws governing the behavior of the physical world, will address historical, philosophical and conceptual ramifications of the first and second laws of thermodynamics. We will also study applications of these laws to a variety of chemical and physical phenomena. Some social implications will also be discussed; we will treat, for instance, the various ways in which society employs energy transformations of various sorts, the efficiencies of energy conversion processes, and the world's limited energy resources. Consideration will be given to the ways in which energy and entropy appear and are used in literature, the arts and the social sciences. No prior college science or mathematics courses are required. Three class hours per week.

Second semester. Professors to be named.

11. Introductory Chemistry. This course examines the structure of matter from both a microscopic and a macroscopic viewpoint. The connections between atomic-molecular theory and weight and volume relationships in chemical reactions are studied. This leads to a detailed discussion of the physical structure of atoms and of how the interactions between atoms lead to the formation of molecules. The relationships between molecular behavior and the bulk properties of gases, liquids, and solids are described. Experiments in the laboratory provide experience in conducting quantitative chemical measurements and illustrate principles discussed in the lectures.

Although this course has no prerequisites, students with a limited background in secondary school science should confer with one of the Chemistry 11 instructors before registration. Four class hours and three hours of laboratory per week.

First semester. Professors Dooley and O'Hara.

11s. Introductory Chemistry. Same description as Chemistry 11.

Second semester. Professors to be named.

12f. Chemical Principles. The concepts of kinetic stability and thermodynamic equilibrium are examined. The thermodynamics portion of the course develops a quantitative understanding of the factors that determine the extent to which chemical reactions can occur. The kinetics section explores how a study of the rates of chemical reactions leads to insights into the mechanisms of those reactions. Appropriate laboratory experiments supplement the lecture material. Four class hours and three hours of laboratory per week.

Requisite: Chemistry 11 or 15 (this requirement may be waived for exceptionally well-prepared students; consent of the instructor is required); and Mathematics 11 or its equivalent. First semester. Professor Kropf.

12. Chemical Principles. Same description as Chemistry 12f.
Second semester. Professors to be named.

15. Fundamental Principles of Chemistry. A study of the basic concepts of chemistry for students particularly interested in natural science. Topics to be covered include atomic and molecular structure, spectroscopy, states of matter, and stoichiometry. These physical principles are applied to a variety of inorganic, organic, and biochemical systems. Both individual and bulk properties of atoms and molecules are considered with an emphasis on the conceptual foundations and the quantitative chemical relationships which form the basis of chemical science. This course is designed to utilize the background of those students with strong preparation in secondary school chemistry and to provide both breadth in subject matter and depth in coverage. Four hours of lecture and discussion and three hours of laboratory per week.
First semester. Professor to be named.

21. Organic Chemistry I. A study of the structure of organic compounds and of the influence of structure upon the chemical and physical properties of these substances. The following topics are emphasized: hybridization, resonance theory, molecular orbital theory, spectroscopy, stereochemistry, acid-base properties and nucleophilic substitution reactions. Laboratory work introduces the student to basic laboratory techniques and methods of instrumental analysis. Four hours of class and four hours of laboratory per week.
Requisite: Chemistry 12 or equivalent. First semester. Professor Hansen.

22. Organic Chemistry II. A continuation of Chemistry 21. The second semester of the organic chemistry course first examines in considerable detail the chemistry of the carbonyl group and some classic methods of organic synthesis. The latter section of the course is devoted to a deeper exploration of a few topics, among which are the following: sugars, amino acids and proteins, advanced synthesis, and acid-base catalysis in nonenzymatic and enzymatic systems. The laboratory experiments illustrate both fundamental synthetic procedures and some elementary mechanistic investigations. Four hours of class and four hours of laboratory per week.
Requisite: Chemistry 21. Second semester. Professor Hansen.

30. Biochemistry. (Also Biology 30.) A study of the structure and function of biologically important molecules and their role(s) in life processes. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.
Requisite: One semester of organic chemistry and one semester of biology. The biology requirement may be waived for Chemistry majors. Second semester. Professors O'Hara and Ratner.

35. Inorganic Chemistry. Periodicity of both physical and chemical properties of the elements are examined on the basis of fundamental atomic theory. Group Theory and its applications to chemical problems are discussed. Structure and bonding in coordination complexes are examined through the Crystal and Ligand Field Theories. Emphasis will be placed on understanding the magnetic, spectral and thermodynamic properties of coordination complexes. Kinetics and mechanisms of inorganic reactions will also be examined. Three hours of lecture/discussion and four hours of laboratory per week.

Requisite: Chemistry 12. First semester. Professor Dooley.

43s. Physical Chemistry. The thermodynamic principles introduced in Chemistry 12 will be extended in order to study chemical equilibrium and the equilibria which exist between phases of matter. Specific applications include the properties of solutions (including solutions containing macromolecules), electrolytes, and equilibria involving biological membranes. The course also introduces the student to statistical mechanics, which treats the concepts of thermodynamics from a molecular point of view. Appropriate laboratory work is provided. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12, Physics 16 or 32, Mathematics 12. Second semester. Professor to be named.

44f. Modern Physical Chemistry. The theory of quantum mechanics is developed and applied to spectroscopic experiments. Topics include the basic principles of quantum mechanics, the structure of atoms and molecules, and the interpretation of infrared, visible, fluorescence, and NMR spectra. Appropriate laboratory work will be arranged. Three hours of class and five hours of laboratory per week.

Requisite: Chemistry 12, Mathematics 12, Physics 17 or 33, Mathematics 13 recommended. First semester. Professor to be named.

77, D77, 78, D78. Senior Honors.

Open to Senior Honors candidates, and others with consent of the Department. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. A full or half course.

First and second semesters. Consent of the Department is required. The Department.

CLASSICS (GREEK AND LATIN)

Professors Griffiths, Marshall (Chair), and Pouncey; Visiting Professor Will; Associate Professor Sinos*; Assistant Professor Montague.

Major Program. The major program is designed to afford access to the achievements of Greek and Roman antiquity through mastery of the ancient languages. The Department offers majors in Greek, in Latin, and in Classics, which is a combination of the two languages in any proportion as long as no fewer than two semester courses are taken in either. All three majors consist of eight semester courses, of which seven must be in the ancient languages. The eighth may be a Classics course, Philosophy 17, or a course in some related field approved in advance by the Department. Courses numbered 1 and 1s may not be counted toward the major. Latin 15-16 will normally be introductory to higher courses in Latin, and Greek 11-16 will serve the same function in Greek.

Honors Program. The program of every Honors candidate in Greek, Latin, or Classics must include those courses numbered 41, 42, 77, and 78 in either Greek or Latin. The normal expectation will be that two courses at the 41/42 level be taken along with the 77/78 sequence in the Senior year. The student must submit a long essay (6,000-7,000 words) on some topic connected with his or her Honors work. This topic must be approved by the Department before admission to the Senior Honors course. Translations of work already translated will not normally be acceptable nor will comparative studies with chief emphasis on modern works. Admission to the second semester of Honors work is contingent on the submission of a first chapter of at least 2,000 words and a detailed prospectus for the remaining sections to be defended at a colloquium within the first two weeks of the semester with the Department and any outside reader chosen. The award of Honors will be determined by the quality of the candidate's work in the Senior Honors courses, essay, and performance in the comprehensive examinations.

Comprehensive Examination. Majors in Greek, Latin, and Classics will, before the second semester of the Senior year, submit an essay of some 2,500 to 3,000 words that relates work done in a Greek or Latin 41/42 course to other areas encountered in the classics. In addition, Honors candidates must in the first semester of their Senior year write an examination on a Greek or Latin text of approximately 50 pages (in the Oxford Classical Text or Teubner format) read independently, i.e., not as a part of work in a course, and selected with the approval of the Department.

The Department will cooperate with other departments in giving combined majors with Honors.

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*On leave 1991-92.

The statement of requisites given below is intended only to indicate the degree of preparation necessary for each course, and exceptions will be made in special cases.

For students beginning the study of Greek the following sequences of courses are normal: Either 1, 12, 11, or 1s, 11, 12. In Latin, the usual sequence will be 1, 2, 15, 16.

Classics

21s. Greek Mythology and Religion. A survey of the myths of the gods and heroes of ancient Greece. The course will examine the universal meanings that have been found in these myths and the place of the myths in the religion of their time. Three class hours per week.

Second semester. Omitted 1991-92. Professor Sinos.

23. Greek Civilization. Readings in English of Homer, Herodotus, Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, Plato, and others, to trace the emergence of Western culture from the Bronze Age to Alexander. How did the advent of writing transform the oral culture? How did mythological modes of thought develop into science, history, philosophy, drama? What then precipitated the initial rebellion against rationality? Three class hours per week.

Limited to 75 students. First semester. Professor Griffiths.

24. Roman Civilization. A study of Roman civilization from its origins to the Empire. The material will be interpreted in the light of Roman influence upon later Western civilization. The reading will be almost entirely from Latin literature, but no knowledge of the ancient languages is required. Three class hours per week.

Second semester. Professor Marshall.

25. Etruscan and Roman Women. An examination of the lives of Etruscan and Roman women from the earliest times through the late Empire. We will stress archaeological finds, but will also consult literary evidence. The emphasis of the course will be on the Roman Empire, when women's traditional social prestige was augmented by economic power attained through active involvement in business, industry, and trade. Three class hours per week.

First semester. Professor Will.

26. Women in Ancient Greece. The lives of Greek women from the Stone Age to the Byzantine period. Archaeological finds will be emphasized, but the literary evidence will also be consulted. Three class hours per week.

Second semester. Omitted 1991-92. Professor Will.

32f. Greek History. An introduction to the political and artistic evolution of Greece from the Bronze Age to the death of Alexander as we know it from literary and archaeological evidence. We shall focus on the emergence of Greek culture from the Near East and the continuing struggle to maintain that independence; the process of urbanization and its impact on the arts; the aesthetic achievement and political failure of Athenian democracy in its conflict with Spartan oligarchy, as well as Sparta's subsequent inability to adapt to the needs of the times. Three class hours per week.

First semester. Omitted 1991-92. Professor Sinos.

33. History of Rome. An introduction to Roman history from the founding and the Etruscan period to the reign of Marcus Aurelius. Our study will draw not only upon the major literary accounts of each period but also upon such material evidence as inscriptions, coins, sculpture and architecture. We shall examine the political, social and cultural implications of the expansion of Rome's empire. Special attention will be paid to the transition from the late Republic to the early Principate. How did Augustus redefine the institutions of the Republic? How did his successors interpret and modify his innovations? Our readings will be in English, largely in the ancient sources and will include the works of Livy, Cicero, Tacitus, Suetonius and Plutarch. Three class hours per week.

First semester. Professor Montague.

34f. Archaeology of Greece. Excavations in Greece continue to uncover a rich variety of material remains that are altering and improving our understanding of ancient Greek life. By tracing the history of some major sanctuaries, habitation sites, and burial places, this course will explore the ways in which archaeological evidence can be used to illuminate economic, social, and religious developments in Greece from the Bronze Age to the Hellenistic Period. Special attention will be given to the causes and effects of the growth of large sanctuaries with their concentrations of wealth, and to the relation between art and politics. Three class hours per week.

First semester. Omitted 1991-92. Professor Sinos.

36. Roman Archaeology: Pompeii and Herculaneum. A study of the archaeological finds from Pompeii and Herculaneum and the ways in which those finds illuminate the lives of the ancient Romans. The course will emphasize urban structures, houses and villas, sculpture, wall paintings, mosaics, furniture, dishes, food, and everyday objects. Three class hours per week.

Second semester. Professor Will.

38. Epic and Mock-Epic. Until the emergence of the novel, epic ranked as the first, noblest, and most central genre. Tracing the line of emulation that leads from Homer to Virgil to Dante, we shall consider how epic served to legitimize new literatures, to set the current races above history's victims, and to articulate social hierarchies (emperors and popes, male heroes and marginalized females). Simultaneously we shall consider how the links between the encyclopedic masterpieces have often been ironists who mock or miniaturize (Apollonius Rhodius, Ovid, Petronius). Having started before the invention of Europe (*The Epic of Gilgamesh*, Homer), we shall end with the transplanting of the epic tradition to the

New World (Willa Cather, Derek Walcott). Readings in English. Three class hours per week.

Second semester. Omitted 1991-92. Professor Griffiths.

39. **Roman Archaeology: The City of Rome.** The history and topography of the city of Rome from its founding to the age of Constantine. The archaeological evidence will be stressed, but Latin literature will also be used as a source of information. Three class hours per week.

First semester. Omitted 1991-92. Professor Will.

77, 78. **Senior Honors.**

First and second semesters. Members of the Department.

97, 98. **Special Topics.**

First and second semesters. Members of the Department.

Greek

1. **Introduction to the Greek Language.** This course prepares students in one term to read Plato and other Greek literary, historical, and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three class hours per week. This course is normally followed by Greek 12.

First semester. Professor Griffiths.

1s. **Introduction to the Greek Language.** This course prepares students in one term to read Homer and other Greek literary, historical and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three class hours per week. This course is normally followed by Greek 11.

Second semester. Professor Will.

11. **An Introduction to Homeric Epic.** The *Iliad* will be read with particular attention to the poem's structure and recurrent themes as well as to the society it reflects. Three class hours per week.

Requisite: Greek 1s or 12 or consent of the instructor. First semester. Professor Will.

12. **Plato's *Apology*.** An introduction to Greek literature through a close reading of the *Apology* and selected other works of Attic prose of the fifth and fourth centuries B.C. Additional readings in translation. Three class hours per week.

Requisite: Greek 1 or 1s or equivalent. Second semester. Professor Griffiths.

15. **Greek Tragedy.** One or two plays of Euripides will be read with emphasis on poetic diction, dramatic technique and ritual context. Three class hours per week.

Requisite: Greek 12 or its equivalent. First semester. Professor Marshall.

16. Comedy and Tragedy. At least one comedy and one tragedy will be read with emphasis on poetic diction, dramatic technique, and ritual context. This course will study comedy and tragedy as originally distinct, but complementary, literary forms, as well as the reasons for their convergence at the end of the Peloponnesian War. Attention will be paid to the religious significance of Dionysus and to the historical circumstances which these plays reflect. Three class hours per week.

Requisite: Greek 11 or its equivalent. Second semester. Professor Montague.

41. Advanced Readings in Greek Literature I. The authors read in Greek 41 and 42 vary from year to year, but as a general practice are chosen from a list including Homer, choral and lyric poetry, historians, tragedians, and Plato, depending upon the needs of the students. Greek 41 and 42 may be elected any number of times by a student, providing only that the topic is not the same. In 1991-92 Greek 41 will read Aeschylus' *Agamemnon.*

Requisite: Greek 15 or 16 or consent of the instructor. First semester. Professor Griffiths.

42. Advanced Readings in Greek Literature II. See course description for Greek 41. In 1991-92 Greek 42 will read Herodotus' *Histories.*

Requisite: Greek 15 or 16 or 41 or equivalent. Second semester. Professor Will.

77, 78. Senior Honors.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

Latin

1. An Introduction to the Language and Literature of Ancient Rome. A course designed to increase students' understanding of the English language and literary tradition. No previous knowledge of Latin is required; forms and syntax will be studied with a view to reading several great Roman authors in the original. Three class hours per week.

First semester. Professor Montague.

2. Intermediate Latin. This course aims at establishing reading proficiency in Latin. We shall read selections from Virgil's *Aeneid.* Three class hours per week.

Second semester. Professor Marshall.

15. Catullus and the Lyric Spirit. This course will examine Catullus' poetic technique, as well as his place in the literary history of Rome. Extensive reading of Catullus in Latin, together with other lyric poets of Greece and Rome in English. Three class hours per week.

First semester. Professor Marshall.

16. The Augustan Age. An introduction to the literature and culture of Augustan Rome through close reading of Horace's *Odes* and of selections from other works illustrating the period. Three class hours per week.

Second semester. Professor Montague.

41. Advanced Readings in Latin Literature I. The authors read in Latin 41 and 42 vary from year to year, the selection being made according to the interests and needs of the students. Both 41 and 42 may be repeated for credit. In 1991-92 Latin 41 will read Virgil's *Aeneid*. Three class hours per week. Seminar course.

Requisite: Latin 15 or 16 or the consent of the instructor. First semester. Professor Marshall.

42. Advanced Readings in Latin Literature II. See course description for Latin 41. In 1991-92 Latin 42 will read Ovid's *Metamorphoses*. Three class hours per week. Seminar course.

Requisite: Latin 15 or 16 or 41 or the consent of the instructor. Second semester. Professor Montague.

77, 78. Senior Honors.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

COLLOQUIA

12. The World Columbus Found: Pre-Columbian Civilizations of Latin America and the Caribbean. Geographically the course will focus on Mesoamerica, the Caribbean and South America, where the initial effects of Spanish contact were most intense. The societies to be studied will include those of the Arawaks and the Caribs as well as the ancient civilizations of the Aztecs, the Mayas and the Incas. We will examine closely the nature and structure of these civilizations (some of which were empires), the mentality of the people, how they designed their way of life and how their cultural predispositions affected their interactions with the Europeans. The course will rely heavily on primary source material, including Spanish Chronicles, but particular attention will be given to native accounts. How did they view the processes of discovery, contact and the eventual destruction of their societies and how did they finally respond? Their voices will serve as counterpoints to the more familiar European accounts: "The New World Civilization that they [the Chroniclers] were describing was alien to them, however actively it may have aroused their curiosity, and however successful they may have been in entering into the spirit of it by an act of historical imagination"—Arnold J. Toynbee. Although the course will be taught by an Historian and an Anthropologist/Archaeologist, guest speakers representing other disciplines will participate, making the course a true multi-disciplinary effort. One class meeting per week.

Limited to 30 students. Second semester. Professors Campbell and Proulx of the University of Massachusetts.

13. Tropical Deforestation. Tropical forests, one of the earth's most valuable natural resources, are being cut at an alarming rate. In this course we consider the biological, economic, and political dimensions of the following questions: Why should deforestation be stopped? How can deforestation be stopped?

We shall first examine the nature of biological diversity in the tropics, considering the biological consequences of deforestation on a local scale (species extinction, loss of genetic and ecological diversity, disruption of food webs), on a regional scale (sedimentation of rivers, changes in pollinator and pest populations), and on a global scale (changes in rainfall patterns, global warming).

We shall then examine the economics of deforestation, addressing the following questions: Why are forests being destroyed? What policy actions will conserve forests and encourage needed economic development?

Requisite: Biology 12 or Economics 11. Admission with consent of the instructors. Limited to 18 students. First semester. Omitted 1991-92. Professors Beals and Lyons.

28. Re-Imagining the Human in a Technological Age. Every age is a technological age, yet to each is given the task of "re-imagining" itself in a new time and place. Ours is no different. This course intends to undertake this process.

First we will seek to confront the nature and function of technology within human experience in terms of its fundamental, spiritual potential. Recognizing alienation, homelessness, "the fall" as essential for self-conscious, responsible contemplation and action, we will examine dissatisfaction as an important impetus for change and technology as a means of resolution. Selected historical exemplars, including the Gothic cathedral and university, Rembrandt van Rijn and scientific inquiry, Caspar David Friedrich and Goethe the post-scientist, will reveal ways in which technology has served its full potential within particular artistic and scientific constraints. Certain Asian alternatives will silhouette both the variety and universality of our theme.

Second, we will address modern technology (computers, high speed transportation systems, telecommunication, medical research, energy, etc.) as texts in which we can read present-day images of ourselves and discover forces that shape the unconscious transformation of these images, until "dissatisfactions" create the need for conscious "re-imagining."

We will conclude with an attempt actually to re-imagine the human in our technological age. By focusing on technology as both a cause of the unique human experience of self-conscious existence and a solution to its problems, we will assess the figurative role of art and science to assure the creative rather than the destructive potential of technology. During this section, group projects (presentations, exercises, exhibitions and essays) will serve to articulate and demonstrate the process of re-imagining the present in order to envision the future.

Open to Juniors and Seniors. Limited to 30 students. Second semester. Professors Upton and Zajonc.

38. Africans in the Atlantic World. The peoples of Africa experienced the incursions of European empires as early as the fifteenth century. From then on, and especially after the explosion of the slave trade in the eighteenth century, they found themselves increasingly drawn into an Atlantic world dominated by European racism and slavery. This course takes that Atlantic world as the necessary frame for an exploration of the complex experience of those Africans who moved, and were moved, among many cultures in the course of a lifetime. Neither "American" nor "Caribbean," "European" nor "African," names or comprehends the identities they forged as they created new forms of religion, literature, and history out of the various traditions available to them in this new Atlantic world. We will examine autobiographies, primary historical documents, accounts of slavery and the slave trade, focusing on figures like Olaudah Equiano and Job ben Solomon, in order to explore the relationship between personal and cultural identity and among different cultures.

Second semester. Omitted 1991-92. Professors O'Connell and Wills.

50. Philosophy of Mathematics. Reflection on mathematics has been central to the development of recent modern philosophy, especially that in the Analytic, or Anglo-American, tradition. It has also provided an important impetus to the development of certain branches of mathematics, e.g., mathematical logic and foundational studies.

This course will examine the three "classical" philosophies of mathematics developed and debated most intensely from the late nineteenth century until the 1930s: logicism, intuitionism, and formalism. The mathematical and philosophical work in these areas complement one another and indeed are, to an important extent, intertwined. For this reason, our exploration of these philosophies of mathematics will examine both the philosophical vision that animated them and the mathematical work that gave them content.

In discussing logicism, we will read work by Frege, Russell and Carnap. Some indication of how the technical goal of logicism was imagined to be achievable will also be given: introduction to the concepts and axioms of set theory, the set-theoretic definition of "natural number," the Peano axioms and their derivation in set theory, reduction of the concepts of analysis to those in set theory, etc. Some of the set-theoretic paradoxes will be discussed as well as philosophical and mathematical responses to them.

In the section on intuitionism, we will read papers by Brouwer and Dummett. This will proceed in tandem with an introduction to intuitionistic logic.

Finally, and at greatest length, we will discuss formalism (Hilbert's

Program). Expository essays by Hilbert, Bernays, and von Neumann will be assigned. Students will then be taken carefully through Gödel's Incompleteness Theorems and their proofs, as presented in Gödel's original 1931 paper. The course will conclude with reflections on the impact of Gödel's work on Hilbert's Program.

Requisite: Philosophy 13 or Mathematics 34 or consent of the instructors. Second semester. Omitted 1991-92.

75. Justifying the Margin: The Cultural Construction of Russian and African-American "Soul." (Also Black Studies 75.) This course compares and contrasts the creative responses of Russians and African-Americans to Western standards of literacy that threatened to marginalize or erase the historic voices of an ethnic culture. In both instances, the cultural construction of an alternative literacy involved a definition of "soul" and a rhetoric based on "double consciousness." After examining the emergence of cultural nationalism among nineteenth-century Russian and African-American thinkers, we shall analyze specific attempts to characterize a cultural "essence" through the canonization of selected writings. Readings will include primary literary texts and secondary readings of them by influential cultural critics. We shall focus on critical responses to writings of Pushkin, Turgenev, Dostoevsky, Frederick Douglass, Richard Wright, and Zora Neale Hurston, paying particular attention to the construction of an ethnic discourse in the theoretical work of W.E.B. DuBois and Mikhail Bakhtin. The course concludes with a critical analysis of contemporary discussions of the "essence" of African-American and Russian cultural expression.

Open to Juniors and Seniors. First semester. Professors Gooding-Williams and Peterson.

Computer Science

See Mathematics and Computer Science.

ECONOMICS

Professors Aitken, Beals*, Kohler, Nicholson, Westhoff, and Woglom*; Associate Professor Yarbrough (Chair); Assistant Professors Daniel Barbezat*, Debra Barbezat, Hughes, and Xu.

Major Program. All students majoring in Economics must successfully complete eight full-semester courses in Economics. The eight courses must include Economics 11, 13, 14, 15, and 76, plus any three electives. Mathematics 11 or equivalent is required in addition. Non-Amherst College economics courses (including economics courses taken abroad) may be used as electives as long as the student receives Amherst College credit for the course. Substitution of a non-Amherst course for one of the five specifically required economics courses is not ordinarily permitted. Exceptions are considered only if a written request is submitted to the Department Chair prior to initiating the other work, and such a request is granted only in exceptional circumstances. (Spending Junior year abroad is not an exceptional circumstance.) Students who transfer to Amherst, and who wish to receive credit toward the major requirements for work done before coming to Amherst, must obtain written approval from the Chair. Each candidate for a degree in Economics is required to pass a written comprehensive examination given early in the Senior year. Students who are candidates for Honors must take Economics 77 and 78.

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*On leave 1991-92.

To be admitted to the major, a student must demonstrate achievement in economics courses—a grade of C+ or higher in Economics 11 and a C+ or higher in Economics 13, 14, or 15, whichever is taken first. If a student fails to meet this requirement, he or she can gain admittance to the major by achieving a grade of B or higher in at least one among Economics 13, 14, and 15.

Students intending to pursue graduate study in Economics are strongly advised to take additional courses in mathematics beyond Mathematics 11.

Economics 11 (or 11s) is a requisite for all other courses in Economics. Students may be excused from this requirement if they demonstrate an adequate understanding of basic economic principles. A competency examination is given early in the fall. Unless a student has done very well in Economics 11, it is strongly recommended that Economics 13, 14 and 15 each be taken in a separate semester.

Unless otherwise specified, all courses are open to Freshmen. Economics classes normally meet three class hours per week, either in three fifty-minute sessions or two eighty-minute sessions. Exceptions are noted in course descriptions.

Note on Pass/Fail Courses. Economics 11 may be taken on a Pass/Fail basis only with the consent of the Course Chair. No student planning to major in Economics will be allowed to exercise this option. Other courses required for a major in the Department may not be taken on a Pass/Fail basis except by students in unusual circumstances (e.g., by Seniors not majoring in Economics who wish to broaden their knowledge of economics). Courses not required for the major may be offered on a Pass/Fail basis at the discretion of the instructor. Majors may not use the Pass/Fail option to satisfy department course requirements.

6. Uncertainty and Public Policy. A study of the role that risk and uncertainty play in public policy issues. The course begins by introducing students to the fundamental concepts of probability and statistics. Computer simulations and case studies will be used to illustrate the basic notions. The public policy issues that form the basis of the case studies will vary from year to year as new and important issues arise. No previous college mathematics experience is required or expected; the course is designed for students who lack an extensive background in mathematics. This course will not count towards an economics major.

Admission with consent of the instructor. Second semester. Omitted 1991-92. Professor Westhoff.

11. An Introduction to Economics. A study of the central problem of scarcity and of the ways in which the U.S. economic system allocates scarce resources among competing ends and apportions the goods produced among people. One lecture and three hours of discussion per week.

Requisite for all other courses in economics. Each section limited to 22 Amherst College students. First semester. Professors Debra Barbezat, Kohler, Nicholson, Xu, and Yarbrough (Chair).

11s. An Introduction to Economics. Same description as Economics 11.

Each section limited to 22 Amherst College students. Second semester. Professors Hughes (Chair), Kohler, Westhoff, and Xu.

13. Macroeconomics. This course develops the tools of modern macroeconomic theory to analyze the effects of monetary and fiscal policy on economic activity, inflation, and employment. The post-1961 experience in macroeconomic policy-making is then interpreted using the theoretical tools. The purpose of this exercise in interpretation is twofold: First, it should give the student an appreciation of what economists think they have learned about how monetary and fiscal policies can be used to meet macroeconomic objectives. Second, by pointing up remaining unresolved issues it should help explain why many widely respected economists have radically different views on the proper conduct of monetary and fiscal policy.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester. Professor Nicholson.

13s. Macroeconomics. Same description as Economics 13.

Second semester. Professor Xu.

14. Microeconomics. This course develops the tools of modern microeconomic theory and notes their applications to matters of utility and demand; production functions and cost; pricing of output under perfect competition, monopoly, oligopoly, etc.; pricing of productive services; intertemporal decision-making; the economics of uncertainty; efficiency, equity, general equilibrium; externalities and public goods.

Requisites: Economics 11 and Mathematics 11 or equivalent. Second semester. Professor Westhoff.

14f. Microeconomics. Same description as Economics 14.

First semester. Professor Kohler.

15. Economic Statistics. A study of the analysis of quantitative data, with special emphasis on the application of statistical methods to economic problems.

Requisites: Economics 11 and Mathematics 11 or equivalent. This course and Mathematics 9 or Mathematics 17 may not both be taken for credit. First semester. Professor Westhoff.

15s. Economic Statistics. Same description as Economics 15.
Second semester. Professor Nicholson.

18f. Financial Accounting. The course introduces students to the concepts of financial accounting including the interpretation and analysis of financial statements. After these concepts have been introduced, the course will analyze how financial statements can be used to understand the operation and functions of organizations, both public and private. Attention will be given to how financial reporting facilitates internal control as well as external accountability of large organizations. Finally, the effect of accounting rules on economic decisions and thereby on the overall allocation of resources is examined. Specific examples in this area that will be covered include: the effects of depreciation rules on investment, the importance of foreign currency fluctuations, the treatment of inflation in financial statements.

Requisite: Economics 11. Limited to 45 students. Preference given to Senior Economics majors. First semester. Professor O'Connell of the University of Massachusetts.

20. Law and Economics. Over the past two decades, economists and legal scholars have begun analyzing legal rules and institutions using the basic tools of microeconomic analysis. This school of thought maintains that central microeconomic concepts such as maximization, equilibrium and efficiency are also fundamental to the understanding and explaining the law. Using economic analysis, we seek, in the words of Robert Cooter, ". . . to discover the unity and structure in the law's diverse elements, reveal its purposes and consequences, and account for the origin of its rules and practices." Topics to be covered will include liability (product liability, medical malpractice), contracts, tort, and property. Criticisms of the economic analysis of law are also examined.

Requisite: Economics 11. Not open to students who have taken Economics and Property Rights. Second semester. Omitted 1991-92. Professor Hughes. See Law, Jurisprudence and Social Thought 24.

22f. Labor Economics. An analysis of the labor market and human resource economics. Issues concerning labor supply and demand, wage differentials, the role of education, investment in human capital, unemployment, discrimination, income inequality, and worker alienation will be discussed utilizing the tools of neoclassical economics. In addition, we shall examine the major non-neoclassical explanations of the perceived phenomena in these areas.

Requisite: Economics 11. Not open to students who have taken Human Resources. First semester. Professor Debra Barbezat.

23s. The Economics of Women, Men, and Work. The family is analyzed as an economic unit that allocates time and labor between the household and the market. We consider how household income and labor force participation depend upon such influences as government tax and transfer programs, antibias legislation, and the availability of parental leave and child care. Related issues include the changing work patterns of men and women, recent demographic changes in household composition, the economics of divorce and fertility, the growing number of female-headed households, and the "feminization" of poverty. The remainder of the course focuses on the causes and extent of gender differences in occupation, joblessness, educational achievement, and earnings. Students will have opportunities for independent study including working with large, national data bases.

Requisite: Economics 11. Second semester. Professor Debra Barbezat.

24f. Industrial Organization. An examination of the structure and operation of the economic system of the United States. Particular emphasis will be placed upon how different types of markets and industrial structures can lead to various competitive (and anti-competitive) behaviors, and how these factors can affect the performance of the economy. We will also look at certain aspects of public policy and of current economic issues.

Requisite: Economics 11. Not open to students who have taken The American Economy. First semester. Professor Hughes.

25. Environmental and Natural Resource Economics. Students in this course will explore society's use of the natural environment as a component of production and consumption. The issues to be explored include: How and why do some parts of the ecosystem become resources with economic value while others do not? Property rights, regulation, taxes, and subsidies have all been used (and abused) to control the use of environmental and natural resources. How do societies choose among these methods? How does the structure of the social system affect this choice, with what consequences? Case studies will include air pollution and acid rain, solid waste disposal, the "greenhouse effect" and the depletion of stratospheric ozone, toxic substances regulation, exhaustible resources, renewable resources, and energy policy. Three class hours per week.

Requisite: Economics 11. First semester. Professor Hughes.

28. The Economic History of the United States. The economic development of the United States provides an excellent starting point for an understanding of both this nation's history and its current economic situation. We will begin with the colonial period and end with the Second World War.

Requisite: Economics 11. Not open to students who have taken American Economic History. Second semester. Omitted 1991-92. Professor Daniel Barbezat.

29. The History of Economic Ideas. An inquiry into the development of economic theory, covering both representatives of the orthodox classical tradition and selected economic "heretics" and innovators.

Requisite: Economics 11. First semester. Omitted 1991-92. Professor Daniel Barbezat.

31. Public Finance. An introduction to the economic analysis of the revenue and expenditure activities of governments. Emphasis is placed on the effects of government policies on the allocation of resources and the distribution of income.

Requisite: Economics 11. First semester. Professor Westhoff.

32. International Trade. This course uses microeconomic analysis to examine economic relationships among countries. Issues addressed include why nations trade, the distributional effects of trade, economic growth, factor mobility, and protectionism. Also included are discussions of the special trade-related problems of developing countries and of the history of the international trading system.

Requisite: Economics 11. Not open to students who have taken Economics 35. Second semester. Professor Yarbrough.

33. Open-Economy Macroeconomics. This course uses macroeconomic analysis to examine economic relationships among countries. Issues addressed include foreign exchange markets, the balance of payments, and the implications of openness for the efficacy of various macroeconomic policies. Also included are discussions of the special macroeconomic problems of developing countries and of the history of the international monetary system.

Requisite: Economics 11. Not open to students who have taken Economics 35. First semester. Professor Yarbrough.

34f. Money and Economic Activity. The course begins with an economic explanation of the monetary systems of exchange. Such systems begin by replacing barter with commodity monies such as gold, and gradually evolve into sophisticated systems using paper notes and bank deposits as money. The course will discuss the current U.S. monetary system. Next we turn to markets for insurance and bank credit. The last part of the course examines the level and term structure of interest rates, and the effects of financial markets on the general level of economic activity.

Requisite: Economics 11. Not open to students who have taken Money and Banking. First semester. Omitted 1991-92. Professor Xu.

36. Economic Development. A survey covering the principal theories of economic development and important problems and issues of public policy. Topics to be covered include agricultural transformation and rural development, industrialization and employment, trade and commercial policy, foreign investment and foreign aid.

Requisite: Economics 11. Second semester. Omitted 1991-92. Professor Beals.

37s. Topics in International Trade. An examination of current theoretical developments and policy issues in international trade. Topics include game-theoretic models of trade, the history and prospects of the General Agreement on Tariffs and Trade, the agenda for the Uruguay Round of trade negotiations, and the theory and practice of "strategic" trade policy.

Requisite: Economics 32. Limited to 15 students. Second semester. Professor Yarbrough.

38. Comparative Economic Systems. This course deals with different models and cases of economic systems (centralized socialism, market socialism, communal socialism, competitive capitalism, regulated capitalism) and evaluates each system by means of a common set of criteria (full employment, efficiency, growth, equity, and more). Case studies include the Soviet Union and other East European countries, China, the United States, the countries of Western Europe, Japan, and others still. The relationship of Marx's teachings to the practice of socialism is considered as well.

Requisite: Economics 11. Not open to students who have taken Socialist Economic Systems. Second semester. Professor Kohler.

39. The European Economic Community. The economic and political integration of western Europe is an important feature of the current world economy. In this course we will first trace the longstanding historical development of European integration, with special attention to the international industrial cooperation of the 1920s and 1930s. With this background we will then discuss and assess the Community's structure and operation from the 1950s until the present. Topics will include tariff policies, agricultural policies, monetary and fiscal policy coordination, regional development, industrial policies and development strategies, and US-EEC relations. Rather than viewing the EEC as an organization representing equally each of its member's aims, we will examine the conflicting national goals of the Community's members and how these conflicts affect policies.

Requisite: Economics 11. First semester. Omitted 1991-92. Professor Daniel Barbezat.

40f. Health Economics. This course is designed to familiarize students with the application of economic analysis to health care. Emphasis will be placed on the supply and distribution of medical personnel, the financing of health care, the problems of rising hospital costs, alternative organizational forms for the delivery of medical care, and the role of government in each of these areas.

Requisite: Economics 11. First semester. Omitted 1991-92. Professor Hughes.

41s. Seminar in the Economics of Organization. Economics is the study of the allocation of scarce resources among competing ends. This course focuses on the role of alternative forms of organization in the allocation process. We examine the evolution of institutions to facilitate mutually beneficial exchange; such institutions include customs, families, markets, common law, property rights, the state, and international organizations. The central question concerns how and under what circumstances potential economic conflict can be turned into cooperation. Although the perspective is primarily that of economics, readings are taken from anthropology, biology, sociology, international relations, and political science as well.

Requisite: Economics 14. Limited to 15 students. Second semester. Omitted 1991-92. Professor Yarbrough.

44. Corporate Finance. This course explores the efficient allocation of capital (the investment decision) and the capital-raising ability (the financing decision) of the corporation. Among the topics to be covered are: the market for corporate control, agency theory, the capital budgeting decision, cost of capital estimation, the capital structure decision, and capital market efficiency as it relates to the firm. The course will blend theory with application.

Requisite: Economics 14. Limited to 35 students. Second semester. Omitted 1991-92. Professor Woglom.

46f. Empirical Economics. A continuation of Economics 15 (Statistics). Stress is placed on the importance of both econometric techniques and economic theory for the study of real-world economic relationships. Several different subjects which illustrate empirical economic research are examined. The particular issues examined will vary from year to year but will usually include examples drawn from: labor market economics, technical progress and production, consumer economics, supply and demand for particular goods or services, the evaluation of social programs, and macroeconomic stabilization policy.

Requisites: Economics 15 or equivalent and some knowledge of economic theory. First semester. Omitted 1991-92. Professor Beals.

76. Seminar for Economics Majors. In this course students use the economic tools studied in Economics 13, 14, and 15 to analyze unresolved questions in economics. Students are encouraged to make their own judgments on these questions. Student evaluations will be based on how well the student can explain and justify his or her view in a number of written and oral assignments. The tools of thinking and writing that are developed in this course are of fundamental importance in writing a Senior Honors thesis. Required of and restricted to majors in Economics, normally taken in the Junior year.

Requisites: Economics 13, 14, and 15. Required of and restricted to majors in Economics, normally taken in the Junior year. Second semester. Professors Debra Barbezat and Nicholson.

77. Senior Honors. Independent work under the guidance of an advisor assigned by the Department. Open to Senior Economics majors with a grade point average in Economics courses of 10.00 or higher and the consent of the Department. Students intending to take this course and its continuation, Economics 78, must submit a proposal to the Department before the end of the preceding spring semester.

Requisite: Economics 76. First semester.

78. Senior Honors. Open to Senior Economics majors with the consent of the Department.

Requisite: Economics 77. Second semester.

97, H97, 98, H98. Special Topics. Independent Reading Course. A full course or half course.

Admission with consent of the instructor. First and second semesters.

ENGLISH

Professors Cameron‡, Chickering, Cody, Guttmann, Heath (Chair), O'Connell, Peterson, Pritchard, Rushing, Sofield, and Townsend; Visiting Professor Hedrick; Visiting Writers Phillips and P. Sommer; Associate Professors Parker and Sander†; Assistant Professors Anderson, Barale, Cobham-Sander, Frank*, McLendon*, and Sánchez-Eppler; Senior Lecturer von Schmidt.

Major Program. The English Department acknowledges that a variety of interests and motives leads students to declare a major in English and that a variety of disciplines and modes of study intersect within the curriculum of the Department. Rather than require a particular sequence of courses for all students, the Department views its responsibility as a contract with the student to provide guidance, criticism and support as the student plans his or her own course of study.

Students who elect a major in English must complete eight courses offered or approved by the Department, including English 11 and one of the upper-level seminars numbered 75. The latter courses are normally open only to Juniors and Seniors, are usually limited to fifteen students, and emphasize independent inquiry, critical and theoretical issues, and extensive writing. Successful completion of English 75 satisfies the Comprehensive requirement in English.

In addition to English 11 and English 75 students majoring in English must, upon entering their Senior year, formally define an *area of concentration* within their major. That is, they must designate three courses which they understand to be inter-related and provide a brief statement which defines that relation. (The choice of courses and description of the area of concentration may be revised as late as the end of the add/drop period of their last semester.)

The English Office and the student's advisor will keep a record of all courses (including required courses) a student has chosen to fulfill the major requirement, plus the designation of three courses of concentration and the student's statement concerning the area of concentration. No more than two courses not offered formally by the Department may be counted as constituent parts of the major program, except with the recorded permission of the student's advisor.

*On leave 1991-92.
†On leave first semester 1991-92.
‡On leave second semester 1991-92.

Senior Tutorial. Senior English majors may apply for admission to the Senior Tutorial, English 87/88, for either one or for both semesters. Appropriate tutors are assigned to students whose applications have been approved. The Tutorial provides an opportunity for independent study to any Senior major who is adequately motivated and prepared to undertake such work, whether or not he or she expects to be considered for Latin Honors at graduation. Admission to English 87/88 is contingent upon the Department's judgment of the feasibility and value of the student's proposal as well as of his or her preparation and capacity to carry it through to a fruitful conclusion.

Honors Program. The Department awards honors to Seniors who have achieved distinction in course work for the major and who have also demonstrated, in submitted samples of extensive writing, a capacity to excel in composition. Normally, students will be considered for the degree *cum laude* only if they have achieved a qualifying grade average of B+ in courses approved for the major; the degree *magna cum laude* normally presupposes an A− average; *summa cum laude* is recommended only when truly exceptional levels of achievement have been attained.

No student will be considered for honors without having submitted a portfolio of extensive writing (usually between 50 and 70 pages) to be evaluated by a committee of three Departmental readers. The materials included in the portfolio may derive from a variety of sources: from work completed in the Senior Tutorial course(s); from Special Topics and composition courses; from projects undertaken on the student's own initiative; or from essays composed originally for other courses in the major (these latter must be revised and accompanied by a covering statement that describes in detail the nature of the project they constitute or otherwise comments thoughtfully upon the writer's acts of interpretation and composition). The portfolio is forwarded to the Department by the student's designated tutor or major advisor; that faculty sponsor then convenes a committee of faculty readers appointed by the Department Chair. The committee conveys its evaluation to the whole Department, which then takes into account both the portfolio and the record in the major in making its final recommendation for the level of honors in English.

Graduate Study. The English Department does not view its educational mission as primarily the preparation of students for graduate work in English. Students who are interested in graduate work can, however, prepare themselves for such study through sensible planning. They should discuss their interest in graduate work with their advisor so that information about particular graduate programs, deadlines and requirements for admission, the Graduate Record Examinations, the availability of fellowships, and prospects for a professional career can be sought out. Students should note that most graduate programs in English or Comparative Literature require reading competence in two, and in many cases three, foreign languages. Intensive language study programs are available on many campuses during the summer for students who are deficient. To some extent graduate schools permit students to satisfy the requirement concurrently with graduate work.

N.B. The English Department does not grant advanced placement on the basis of College Entrance Examination Board scores.

11. Writing About Reading. An introduction to a variety of texts and the reading problems they pose. Titles will be announced at the opening class. Frequent writing—at least one short paper every week. Three class hours per week.

Each section limited to 20 students. Primarily intended for Freshmen and Sophomores. First semester. The Department.

12. Literature and Politics. A first course in the study of literature in its social contexts. In spring 1992 the topic will be: "Literature and Colonialism." Focusing on literary relations between colonizers and their current or former subjects, the course will survey a variety of texts from England, India, Australia, Africa, and the United States.

Two sections with no more than 25 students per section. Preference given to Freshmen and Sophomores. Second semester. Professors Sánchez-Eppler and Sander.

14. Reading Poetry. A first course in the critical reading of English and American poems and poets. Attention will be given to prosody, to some of the historical contexts in which poems are written and read, and to the implications of various manners of reading.

Two sections with no more than 25 students per section. Preference given to Freshmen and Sophomores. Second semester. Professors Chickering and Sofield.

15s. Introduction to Poetry Writing. A first course in poetic composition. Emphasis will be on experimentation as well as on developing skill and craft. Some readings from twentieth-century poets. Workshop (discussion) format. Two class hours per week plus individual and group conferences. Students must submit samples of writing to the English office.

Limited to 15 students. Second semester. Visiting Writer Sommer.

16. Reading Fiction. A first course in the reading and criticism of fiction, with emphasis on the comic. Novels and stories by such writers as Jane Austen, Dickens, Trollope, Henry James; lesser-known books and writers from this century in England and America. Attention centered on matters of technique and the different kinds of value accruing to these matters. Attention also to the critical conversation that has grown up around certain writers, as well as, more generally, the art of fiction. Three class hours per week.

English 11 recommended. Limited to 50 students. Second semester. Omitted 1991-92. Professor Pritchard.

17. Playwriting. (Also Theater 17.) A workshop in writing for the stage. Initial exercises explore the ways in which one can tell a story in dramatic terms. Particular attention is paid to nonverbal elements; a play is a visual thing existing in time and space, and good playwriting requires an appreciation of the power of imagery and gesture. Weekly assignments address problems of character-drawing, development of ideas, and diction. The final project is a completed one-act play. (An intention of the course is that superior work will receive a modest campus production.)

Not open to Freshmen. Limited enrollment. First semester. Professor Anderson.

18. **Introduction to Fiction Writing.** A first course in writing fiction. Emphasis will be on experimentation as well as on developing skill and craft. Workshop (discussion) format. Students must submit samples of writing to the English office. Two class hours per week plus conferences.

Limited enrollment. Second semester. Omitted 1991-92. Professor Frank.

19s. **Film and Writing.** A first course in reading films and writing about them. A varied selection of films for study and criticism, partly to illustrate the main elements of film language and partly to pose challenging texts for reading and writing. Frequent short papers. Two two-hour class meetings and two screenings per week.

Second semester. The Department.

20. **Reading and Writing Non-Fiction.** Readings about writers' own experiences (memoirs), about their encounters with others (interviews) and about their society and its institutions (cultural criticism). Workshop format, with discussion of mostly modern American examples of the genre and of student experiments in the composition of non-fictional narratives. Students must submit examples of their writing to the English office. Three class hours per week.

Limited enrollment. Second semester. Professor Townsend.

21. **Writing Fiction I.** Reading and writing short fiction. Students must submit samples of their writing to the English office.

Not open to Freshmen. Limited enrollment. First semester. Visiting Writer Phillips.

22. **Writing Fiction II.** Same description as English 21.

Second semester. Visiting Writer Phillips.

23s. **Composition.** Organizing and expressing one's intellectual and social experience. Twice weekly writing assignments: a sketch or short essay of self-definition in relation to other people, using language in a particular way—for example, as spectator of, witness to, or participant in, a situation. These short essays serve as preparation for a final, more extended, autobiographical essay assessing the student's own intellectual and social experiences.

Open to Juniors and Seniors. Limited enrollment. Second semester. Lecturer von Schmidt.

24. **Playwriting Studio.** (Also Theater 24.) An advanced course in writing for the stage, in which scripts generated in the Playwriting course are

subjected to the theatrical process. Working with actors, a director and designers, the playwright quickly learns that theater is a collaborative art, and that each member of the production team has a creative hand in bringing a manuscript to theatrical life. The process is one of testing, thinking, rethinking and revision. The product is a fully rehearsed workshop production of new student works. Each writer will also participate in the production of several other new plays, with responsibilities ranging from properties manager to leading actor. In effect, the students in this class become a small theater company, one that is dedicated to the process of producing new work. Three class hours per week.

Requisite: English 17/Theater 17 and consent of the instructor. Second semester. Professor Anderson.

25s. American Men's Lives. A study of what it is and what it has been to be a man in America, of the ways men have imagined, defined, presented themselves as men (and the ways "others" are therefore envisioned) in texts by Mailer, Updike, Jones, Baldwin, Whitman, Parkman, Melville, James, Anderson and Hemingway.

Not open to Freshmen except with consent of the instructor. Second semester. Professor Townsend.

26. The Literature of Madness. A specialized study of a peculiar kind of literary experiment—the attempt to create, in verse or prose, the sustained illusion of insane utterance. Readings will include soliloquies, dramatic monologues and extended "confessional" narratives by classic and contemporary authors, from Shakespeare and Browning, Poe and Dostoevsky to writers like Nabokov, Beckett, or Sylvia Plath. We shall seek to understand the various impulses and special effects which might lead an author to adopt an "abnormal" voice and to experiment with a "mad monologue." The class will occasionally consult clinical and cultural hypotheses which seek to account for the behaviors enacted in certain literary texts.

Limited to 25 students. Open to Juniors and Seniors. Second semester. Omitted 1991-92. Professor Peterson.

27. Old English. This course has three goals. (1) The rapid mastery of Old English (Anglo-Saxon) as a language for reading knowledge. Selected prose and short poetry will be read in the original, including *The Wanderer, The Seafarer, The Dream of the Rood, The Battle of Maldon.* Literary awareness of the texts is emphasized over linguistic analysis. (2) The development of critical imagination and verbal sensitivity in reading poetry. Students will declaim verses and write short critical papers. (3) An examination of the salient features of Anglo-Saxon culture, A.D. 650-1050, as expressed through its literary achievements. This course prepares students to read *Beowulf* in the original. Three class hours per week.

Open to Freshmen with consent of the instructor. First semester. Omitted 1991-92. Professor Chickering.

28. *Beowulf* and the Heroic Mode. A reading of *Beowulf* in the original, with the aid of translations. How does *Beowulf* test the Anglo-Saxon view of heroism? What are the values and limitations of the heroic mode of experience? Other works in the heroic mode, such as Malory's *The Death of King Arthur* and the Old Icelandic *Njals saga* (in translation), as well as modern reactions, such as John Gardner's *Grendel*, will be read. Three class hours per week. This course counts as a seminar for the English major requirement.

Requisite: English 27 or a reading knowledge of Old English. Second semester. Omitted 1991-92. Professor Chickering.

30f. Chaucer: An Introduction. The course aims to give the student rapid mastery of Chaucer's English and an active appreciation of his dramatic and narrative poetry. No prior knowledge of Middle English is expected. Short critical papers and frequent declamation in class. The emphasis will be on Chaucer's humor, irony and lyricism. In the fall of 1991 we will read *Troilus and Criseyde* and shorter poems. English 30f prepares students for the English 75 seminar on *The Canterbury Tales*. Three class hours per week.

First semester. Professor Chickering.

31s. Science Fiction. Surveying a range of classic and contemporary texts in the genre of science fiction, this course will explore the relation between the politics of world-making and the technologies of literary representation. Special attention will be accorded to questions of gender, race, class, sexuality and nation as these affect the construction of fictional worlds.

Not open to students enrolled in English 12 in 1990-91. Second semester. Professors Barale and Parker.

33s. Sixteenth-Century English Literature. An introduction to poetry, drama, prose by the major writers from Thomas Wyatt to John Donne, including Philip Sidney, Edmund Spenser, Walter Ralegh, Thomas Kyd *(The Spanish Tragedy)*, Christopher Marlowe, William Shakespeare *(1 King Henry IV)*, Ben Jonson, and John Webster *(The Duchess of Malfi)*. Thomas More *(Utopia)*, Erasmus *(Praise of Folly)*, Castiglione *(The Courtier)*, Machiavelli *(The Prince)* will be read in translation. Topics such as mythology, wit, courtly life, political satire, romantic love, pastoralism, Platonism, Senecan style, and revenge tragedy will be discussed in their relation to particular texts. Some reference to modern critical approaches.

Open to Freshmen with consent of the instructor. Second semester. Professor Cody.

34f. Shakespeare. Readings and discussion of representative comedies, tragedies, histories, and romances, with attention to Shakespeare's habits of art, and with emphasis on close understanding and enjoyment of the text.

Limited to 50 students. First semester. Professor Hedrick.

35s. Shakespeare. Readings and discussions of selected plays. Three class hours per week.

Limited to 50 students. Second semester. Professor Sofield.

36. Seventeenth-Century English Literature and Shakespeare. An introduction to poetry, drama, prose by the major writers from Ben Jonson to John Dryden, including John Donne, Robert Herrick, George Herbert, Andrew Marvell, John Milton, with reference wherever relevant to the poetry and drama of William Shakespeare *(Macbeth, Antony and Cleopatra, The Tempest)*. Prose works by Francis Bacon, Thomas Hobbes, John Bunyan, John Locke will be read in excerpts. Topics such as satiric comedy *(Volpone)*, "metaphysical" lyric, the new philosophy, monarchy and puritanism, the rise of English prose style, pastoralism, epic *(Paradise Lost)* and mock epic *(Absalom and Achitophel)* will be discussed in their relation to particular texts. Some reference to modern critical approaches.

Second semester. Omitted 1991-92. Professor Cody.

37. Major English Writers I. Readings in English poets and prose writers. The Line of Irony, Wit, Satire and Invective: Ben Jonson, Donne, Herbert, Marvell, Dryden, Swift, Pope, Samuel Johnson, and Jane Austen. Three class hours per week.

Not open to Freshmen. First semester. Professor Sofield.

38. Major English Writers II. Readings in some poets and prose writers from the nineteenth century such as Wordsworth, Coleridge, Byron, Keats, John Stuart Mill, Matthew Arnold, Tennyson, Browning. What sorts of pleasure and instruction do these works afford a reader in the 1990s? Three hours per week.

English 11 recommended. Second semester. Omitted 1991-92. Professor Pritchard.

39. Language, Gender, and Power in Shakespeare and the Renaissance. Starting out by asking whether men and women in Shakespeare talk differently, and using recent sociolinguistic studies to categorize differences, the course will proceed to a more complex study of how, when, and to what ends the social construction of differences between the sexes is registered in dramatic dialogue in its historical context. Considering power relations through a range of indices, from rhetorical style to conversational dynamics in selected plays, we will also look at examples from visual arts, speeches by Queen Elizabeth, early feminist tracts, trial transcripts, and other literary and nonliterary writings. Topics include cross-dressing and "women on top" transgression; rape, violence, and mutilation; masculine identity and bonding; wit and bawdy; silence and subordination. Our larger question is to what extent Shakespeare's work constitutes an emancipatory understanding of social relations.

Requisite: Previous experience with Shakespeare helpful. Limited to 25 students. Preference given to Juniors and Seniors. First semester. Professor Hedrick.

43. The Eighteenth-Century English Novel. Exploring the relations between aesthetic experience and socioeconomic phenomena, this course examines the rise of the novel in England in the context of the rise of capitalism. Topics of discussion will include the novels' conceptions of subjectivity, the representation of female experience, the role of servants in the imaginary worlds of novels by ruling-class authors, and the early novel's affinity for and relation to criminality. Novels by Defoe, Richardson, Henry Fielding, Sarah Fielding, Smollett, Cleland, Burney and Edgeworth.

First semester. Omitted 1991-92. Professor Frank.

44. Readings in Romantic Poetry. To be offered in 1991-92 as English 75s, Section 2. In 1991-92 the topic will be: Romantic Poetry and Revolution. A consideration of some ways in which the poetic imagination was shaped by, and helps us to shape, the narrative of political and cultural change in England, America, Europe and the Near East at the end of the 18th and the beginning of the 19th centuries. Attention will be focused on Wordsworth and Byron, and their contemporaries in each generation. Three class hours per week.

Second semester. Professor Heath.

47. Imperialism in Modern Literature. Imperialism and anti-imperialism are at the heart of an integrated economic, political, cultural, ideological and psychological process that has shaped the twentieth-century sensibility in ways that deeply affect our perception of personal and inter-group relationships in society. Twentieth-century literature is a product and reflection of the all-pervasive struggle between imperialism and anti-imperialism. This is particularly true of "third" world literatures, but certainly no literature in the twentieth century has remained unaffected.

The course makes a comparative examination of selected writers from Africa, Asia, South America, and Europe and their responses to and treatment of the experience of imperialism. The concentration is on African literature in English or in English translation.

Requisite: At least one previous course in African Studies. Limited to 30 Juniors and Seniors. Students in this course will be equitably distributed among the Five Colleges. First semester. Professor Ngũgĩ wa Thiong'o, Five College Distinguished Visiting Professor of Literature.

48f. Nineteenth-Century English Fiction. A selection of major 19th-century English novels. Discussion will focus on the representation of sexuality, nation, and socio-economic class. Works will include: Jane Austen's *Mansfield Park*, Benjamin Disraeli's *Sybil*, Emily Brontë's *Wuthering Heights*, Charles Dickens' *Our Mutual Friend*, Anthony Trollope's *Barchester Towers*, and George Eliot's *Adam Bede*.

First semester. Professors Parker and Sánchez-Eppler.

49s. Lesbian Literature. The title of this course is easier to say than it is to define, and so it is precisely with the task of definition that this course will concern itself. Each word of the title seems denotatively clear, but what does it mean to modify a literature by a sexuality? Where does the lesbian of "lesbian literature" reside? In the text? In its author? In the reader? What if the text's author is a lesbian but the author's text is concerned primarily with heterosexuality? What if a heterosexually authored text is read by a lesbian? Can a heterosexual write a lesbian text? Can a man? In our effort to untangle some of these definitional problems we shall read, among others, such authors as Stein, Cather, Jewett, Schulman, and Brown, as well as some of the recent critical theory on lesbian representation.

Second semester. Omitted 1991-92. Professor Barale.

50. British Fiction in the 1980s. Focusing on key novels by British writers published in the 1980s, the course will seek to explain why this decade has been probably the most exciting in British fiction since World War Two. We will consider the impact on the fiction of the decline of empire and the rise of colonial immigration, as well as the growing discontent with an era of "I'm alright, Jack" Thatcherism which has sought to promote individualism above communal social responsibility. Novelists will include Amis, McEwan, Drabble, Swift, Rushdie, Ishiguro, Mo, Lodge, Winterson, and Carter.

English 11 recommended. Second semester. Visiting Writer Phillips.

51s. Contemporary Poetry in Central Europe. The course will study such contemporary poets from central Europe as Herbert, Baranczak, Zagajewski, and others. It will also examine selected English, American, and Irish poets whose work is read with particular appreciation or resistance in Central Europe. Among these will be Ashbery, O'Hara, Berryman, Lowell, Heaney, and Douglas Dunn. Much of the illustrative material will be drawn from the world of contemporary Polish poetry. Frequent writing.

Second semester. Visiting Writer Sommer.

52. Twentieth-Century British Poetry. Readings and discussion. The syllabus will include Hardy, Yeats, Eliot, Auden, and Larkin. Some attention to other poets (Housman, Edward Thomas, Graves, MacNeice, more recent figures). Three class hours per week.

Requisite: English 11 or consent of the instructor. Second semester. Professor Pritchard.

53s. Twentieth-Century American Poetry. Readings and discussion. The syllabus normally includes Frost, Stevens, Pound, Williams, Moore, Bishop, Jarrell, Lowell, Wilbur, Hecht, and Merrill.

Second semester. Omitted 1991-92. Professor Sofield.

54. Story and History in English Fiction, 1910-1950. A study of the ways in which some English novelists of the first half of this century used a variety of fictional forms to perceive and narrate connections between historical and social events, or places, and their visions of personal or private experience. Writers to be read will include most of the following: Joseph Conrad, Ford Madox Ford, E.M. Forster, D.H. Lawrence, Virginia Woolf, Evelyn Waugh, Elizabeth Bowen, Graham Greene, George Orwell. Three class hours per week.

Open to Freshmen who have taken English 11. Limited to 50 students. Second semester. Professor Heath.

55s. African Voices: Modern African Literature. This year this Afro-centric course concentrates on poetry. After a brief examination of the oral roots of written African poetry, the emphasis will be on sub-Saharan poets who write in such metropolitan languages as English, French, and Portuguese. Careful attention will be paid to the cultural matrix from which the poetry comes and to African evaluations of the poems. The focus will be on close reading of such poets as Dennis Brutus, Soyinka, Senghor, Dadie, p'Bitek, Neto, Jacinto, Angira, and Rubadiri.

Not open to Freshmen. Second semester. Professor Rushing.

56. Literary History of the Great War 1914-1918. The war considered from the English-speaking point of view as a subject of memoir, fiction, and poetry. The approach taken is biographical, studying the lives and war experience of selected English and American writers: Vera Brittain, Charles Carrington, Eleanor Farjeon, Robert Graves, Ernest Hemingway, D.H. Lawrence, Frederic Manning, Wilfred Owen, Isaac Rosenberg, Siegfried Sassoon, Edward Thomas, Rebecca West, Virginia Woolf, and others. Some reference to contemporary writers in the modern movement: Pound, Eliot, Gertrude Stein; and to the way the war has been written about from the historical and literary critical points of view: Fussell, Keegan, Orwell, Taylor, Trevelyan, and Woodward.

Second semester. Omitted 1991-92. Professor Cody.

57. The Mode of Romance. A study of the literature of desire. Attention will center on the special status of the themes of love and adventure in Western fiction, on the relation between these themes, and on the narrative forms in which they occur. A wide range of texts from medieval lyric and chivalric fiction to soap opera and the movies, together with theoretical writing on desire from Plato, Saint Augustine, Hegel, and psychoanalytic discourse. Three class hours per week.

Not open to Freshmen. First semester. Omitted 1991-92. Professor Cameron.

58f. Modern Satiric Fiction. Readings from various English and American novelists of this century, such as Ford Madox Ford, Evelyn Waugh, Wyndham Lewis, Anthony Powell, Kingsley Amis, Ivy Compton-Burnett, Faulkner, Flannery O'Connor, Eudora Welty, Mailer, Bellow, Updike, Roth, Pynchon, J.F. Powers. Three class hours per week.

English 11 strongly recommended. Limited to 50 students. First semester. Professor Pritchard.

59s. Introduction to African-American Literature. This course will examine African-American literature in its social, political, and cultural contexts, focusing on (black) intertextual relationships and the development of a tradition. Specifically, it will explore such issues as what constitutes "black" literature, how to define a black literary canon, and how black literature differs, if it does, from mainstream American literature. Despite the writers' relations to each other, the diverse collection of readings (from the slave narrative to the contemporary text) reminds us that these are the works of individual writers and that individuality contributes not only to the complexity of the literature but also to the difficulty of answering many of the questions that do arise. Thus, the course seeks not so much to provide definitive answers as to explore the full range of possibilities. Three class hours per week.

Second semester. Omitted 1991-92. Professor McLendon.

60. Perceptions of Childhood in African and Caribbean Literature. (Also Black Studies 60.) "One is not born a woman: one becomes a woman." One also becomes a man and the same process may be observed in the formation of ethnic, class or religious identities. This course explores the process of self-definition in literary works from Africa and the Caribbean that are built around child protagonists. The authors' various methods of ordering experience through the choice of literary form and narrative technique will be examined, as well as the child/author's perception of his or her society. Readings are taken from Camara Laye, Wole Soyinka, Ellen Kuzwayo, Derek Walcott and Simone Schwarz-Bart among others. French texts will be read in translation. Three class hours per week.

Open to Freshmen with consent of the instructor. Second semester. Professor Cobham-Sander.

61s. Studies in American Literature. Is there an American literature? Or only a series of particular political and cultural constructions serving ideological ends and shifting over time? By what criteria might we denominate any text as "American"? In examining these questions the course will explore how any definition of American literature codifies specific assumptions about genre and language (must all American texts be written in English?), about gender and class, race and ethnicity. Discussion will be shaped by reading a wide variety of texts: creation myths and oral narratives, novels and romances, histories and chronicles, diaries and autobiographies, sermons and conversation narratives, poems and political discourse.

The course begins with four contemporary twentieth-century books: Maxine Hong Kingston, *The Woman Warrior;* Leslie Marmon Silko, *Ceremony;* Toni Morrison, *Beloved;* and Robert Stone, *A Flag for Sunrise*. Then, moving back nearly five centuries, we read some Meso-American and North American Indian writing, anticipations in European literature of the discovery of a New World, and accounts of the European exploration, conquest, and colonization of the Americas.

Not open to Freshmen. Second semester. Professor O'Connell.

62f. Studies in Nineteenth-Century American Literature. This course will regularly examine, from different historical and theoretical stances, the literary and cultural scene in nineteenth-century America. The goal of the course is to formulate new questions and possibilities for investigating the history and literature of the United States.

Not open to Freshmen. First semester.

1. LITERATURE AND NATIONAL IDENTITY. The idea of an American Renaissance has become such an essential category in the construction of Americanist literary history that it is impossible to conceive

American literature without it. Emerson, Hawthorne, Thoreau, Melville, and Whitman stand as the giants of American literature, joined on occasion by Poe and Dickinson. These figures, the "Renaissance" itself, and aspects of their writing have also become constitutive elements in the mythology of American national identity. The United States in which they wrote was, however, more disparate, inchoate, and divided by fundamental cultural and political conflicts than the mythology directly acknowledges. Race, class, gender, and sexuality were at issue as categories and as structures of experience. This will be a course in re-reading and re-vising what we understand of writers such as Emerson, Thoreau, Hawthorne, and Melville by reading them alongside William Apess, Lydia Maria Child, Fanny Fern, Harriet Beecher Stowe, Harriet Wilson, and Caroline Kirkland.

Professor O'Connell.

2. WRITING AND REFORM. This course will treat literature as a response to and even in some cases a participant in the reforming ferment of the antebellum period. The writings of Child, Dickinson, Fuller, Hawthorne, Melville, Sedgwick, Stowe, Whitman and selected slave narratives will be read in conjunction with historical discussions and documents on temperance, moral reform, abolition and women's rights. Such an approach should help us assess how these efforts to reform American society influenced the intellectual climate of the period, effecting both the themes and style of American literature. Conversely, we will go on to ask how these literary texts worked to change the way that political and social issues were understood.

Omitted 1991-92. Professor Sánchez-Eppler.

3. LEAVING THEIR FATHERS' HOUSES. In the period of rapid industrialization and economic expansion following the Civil War, some American men found unprecedented opportunities. The texts we will read, by both men and women, both canonical and popular writers, examine the nature and value of the achievements of such men and the concomitant, less successful struggle of their daughters to redefine their place in a changed America. Texts will include works by Oliver Wendell Holmes, William Dean Howells, Henry James, Edith Wharton, and Augusta Evans Wilson.

Lecturer von Schmidt.

63. **Introduction to Caribbean Literature in English.** (Also Black Studies 63.) This course is designed to introduce students to the prose and poetry of anglophone Caribbean writers against the background of the social and cultural milieu in which this work has been produced. Readings will trace the development of a West Indian literary tradition, placing special emphasis on the writers of the 1950s and 1960s, including V.S. Naipaul, Derek Walcott, Edward Brathwaite, and Wilson Harris. In addition there will be opportunities to listen to recordings of the work of the "Dub" poets and other recent experimental writers. Three class hours per week.

Open to Freshmen with consent of the instructor. First semester. Omitted 1991-92. Professor Cobham-Sander.

64f. Issues of Gender in African Literature. (Also Black Studies 64f.) To be offered 1991-92 as English 75, Section 4. This course explores the ways in which issues of gender are presented by African writers and perceived by readers and critics of African writing. We will examine the insights and limitations of selected feminist, post-structural and post-colonial theories when they are applied to African texts. We will also look at the difference over time in the ways that female and male African writers have manipulated socially acceptable ideas about gender in their work. Texts will be selected from the oeuvres of established writers like Soyinka, Achebe, Ngugi and Head, as well as from among more recent work by writers like Farah, Aidoo, and Dangarembga.

Not open to Freshmen. Preference will be given to students who have completed a previous course on African literature, history, or society. Limited to 25 students. First semester. Professor Cobham-Sander.

65. American Renaissance. A study of what might be referred to as "classical American literature" or "The Age of Emerson." The writers studied will be Emerson, Thoreau, Fuller, Hawthorne, Melville, Whitman, Dickinson, and James. Among the central questions asked are these: How successful were these writers in their efforts to create a distinctively American language and literature? What was their view of nature and of human nature? How did they dramatize social conflict? In what ways did they affirm or challenge traditional conceptions of gender? The course will pay close attention to the interactions of these writers with one another and will give particular emphasis to Emerson as the figure with whom the others had to come to terms.

Not open to Freshmen except with consent of the instructor. First semester. Professor Guttmann.

66. Jewish Writers in America. An examination of Jewish writers within the context of American literature and of American society, with special attention to the process of assimilation and the resultant crisis of identity. The diversity among Jewish writers will also be explored. Among writers discussed are Abraham Cahan, Henry Roth, Saul Bellow, Norman Mailer, Bernard Malamud, Philip Roth, and Tillie Olsen. One two-hour meeting per week.

Not open to Freshmen. Limited to 20 students. Second semester. Professor Guttmann.

67s. Literature of the Civil Rights Movement. A reading of the literary and political strategies represented by Booker T. Washington's *Up From Slavery*, W.E.B. Dubois' *The Souls of Black Folk*, Richard Wright's *Native Son*, and Ralph Ellison's *Invisible Man;* direct and indirect treatment of the movement in works by Baldwin, Brooks, Elder, Hansberry, Jones/Baraka, and Malcolm X; and the retrospective view of Alice Walker, *Meridian*. Three class hours per week.

Second semester. Omitted 1991-92. Professor Townsend.

68. Realism and Modernism. A study of the emergence of literary realism and its transformation into the "naturalistic" novels and the experimental fictions of the early twentieth century, with special attention to changing conceptions and renderings of racial and sexual differences. Readings from the work of Howells, James, Twain, Dreiser, DuBois, Wharton, Crane, Chopin, Jewett, Larsen. Three class hours per week.

Second semester. Professor Peterson.

69s. Women's Lives and Women's Lyrics. What is the relation between poetic structures and social experience? Is poetic practice gendered and if so, how? This course will approach these questions through the poetry of American women written during the colonial, early national and civil war eras (Anne Bradstreet, Phillis Wheatley, Frances Harper, Emily Dickinson) in conjunction with female autobiographical writings ranging from diaries and letters to Harriet Brent Jacob's *Incidents in the Life of a Slave Girl.* Juxtaposing these stories of women's lives with the poetry they wrote, and informed by readings in contemporary feminist poetry and theory from Adrienne Rich to Luce Irigaray, we will assess conceptions of gendered writing by exploring how poetry by women depends upon and differs from female experience. At the same time, because the women we will be studying come from diverse racial and social backgrounds, this course emphasizes the multiplicity of that experience. Three class hours per week.

Second semester. Omitted 1991-92. Professor Sánchez-Eppler.

70f. Readings in American Literature. The topic varies from year to year. This year we will examine Willa Cather's short stories, essays, reviews, and novels with focus upon, but not limited to, Cather's presentation of gender, gender's relation to geography, and her development of an aesthetic that incorporates both. Representative criticism from the last fifty years will be included in the course. Texts include *My Antonia, O Pioneers!, The Song of the Lark, A Lost Lady, The Professor's House, Shadows on the Rock, Sapphira and the Slave Girl, Death Comes for the Archbishop,* "The Old Beauty," "Paul's Case," "Old Mrs. Harris," and "Neighbor Rossiky."

Not open to Freshmen. Limited to 20 students. First semester. Professor Barale.

71s. Studies in Classic American Film. Historical, theoretical and critical study of the Hollywood (sound) film as produced during the studio era, mainly the 1930s, '40s, and '50s. The course will not attempt to survey all the major films and features of this enormous body of work, but will center selectively and analytically, and varying from year to year, on certain genres (e.g., romantic comedy, the woman's picture and family melodrama, the musical, the western, the horror film, *film noir,* etc.) and on the work of certain strong directors (e.g., Hitchcock, Ford, Hawks, Lang, Welles, Sirk, Kazan, etc.). Attention will be paid both to analysis of the underlying codes, conventions and practices that mark the body of classic narrative film and to critical appreciation of the cinematic achievement of the films as individual works. Three hours (two meetings) per week plus (usually) two screenings per week.

Recommended: English 19 or another film course. Second semester. Omitted 1991-92. Professor Cameron.

73. Topics in Film Study. To be offered 1991-92 as English 75, Section 3. The topic will be: Reading Theory/Reading Film. "Film needs theory," a successful commercial film director remarked recently, "like it needs a scratch on the negative." At the same time it would seem that film theorists all too commonly have comparably little use for actual films, unless simply as functional illustrations of their statements about the medium. The inquiring critical audience may find itself caught in the middle. This course will attempt to explore the tension and confusion that commonly arises when film theory intersects with the practice of reading films. Topics in classic and recent film theory will be brought to bear upon careful study of a few selected films with the hope that each will provoke, question, and illuminate the other.

Requisite: A course in film study, in literary or critical theory, or consent of the instructor. Limited to 20 students. First semester. Professor Cameron.

74. Native American Expressive Traditions. The course is intended as an introduction primarily to the verbal artifacts in the expressive traditions of several native North American cultures, although there will be some attention to architecture, pictographs, and religious rituals. For 1991 it will be divided between an intensive study of selected and different Native American cultures from the Northern and Southern Plains along with at least one Southwestern native culture, and reading in Native American literature written as a part and consequence of the literary revival which began in the 1960s. While we will attempt to gain some notion of native American cultures as they might have been before contact with the European invaders, we will concentrate on them as cultures necessarily in change among a peoples recurrently threatened with cultural, if not physical extinction. Complex issues of cultural identity and politics, of racism, and of Euro-American colonialism will be central. These cannot be separated from discussion of our own status as students of any of these cultures. Students enrolling in the course will be expected to do extensive independent research and writing.

Recommended: English 61 or American Studies 11 (1990). Not open to Freshmen except with consent of the instructor. Second semester. Omitted 1991-92. Professor O'Connell.

75. Seminar in English Studies. Five sections will be offered in the first semester 1991-92.

1. CREATING A SELF: BLACK WOMEN'S TESTIMONIES, MEMOIRS, AND AUTOBIOGRAPHIES. Pioneering feminist critic Barbara Smith says, "All the men are Black, all the women are White, but some of us are brave." This cross-cultural course focuses on "brave" women from Africa and its New World diaspora who dare to tell their own stories and, in doing so, invent themselves. We will begin with a discus-

sion of the problematics of writing and reading autobiographical works by those usually defined as "other," and proceed to a careful study of such varied voices as escaped slave Linda Brent/Harriet Jacobs, political activist Ida B. Wells, and feminist, lesbian poet Audre Lorde—all from the U.S.; Lucille Clifton, the Sistren Collective (Jamaica), Carolina Maria deJesus (Brazil); Buchi Emecheta (Nigeria), and Nafissatou Diallo (Senegal).

Professor Rushing

2. QUEER FICTIONS: TEXTS FROM THE TURN OF THE CENTURY. The period 1885-1914 is a defining moment in the history of sexuality in Europe and America. The representation of erotic behavior and the construction of sexual identities based on preference or orientation, especially as this had to do with same-sex desire, increased markedly during this time, finding rich and complex—if usually veiled—articulation in the fictions of literary modernism. Both well and lesser known texts of the period will be studied, with the aim of exploring the problems and techniques of decoding and decentering normative heterosexual presumptions in the reading process. In so doing the course will take advantage of recent historical and theoretical work concerning (homo)-sexuality (Foucault, Weeks, Sedgwick, Halperin and others) and pay special attention to the relevance of Freud as one whose texts are rooted in the culture of the period. Because it makes serious allowance for asymmetry and difference in the historical construction of male and female desire, the course will limit itself to male-centered writing. It is intended as a contribution to Gay Studies and will pay particular attention to the problems and politics of sexual identity, the dynamics of secrecy and revelation pertaining to the closet, and relevant contingencies having to do with class and nation. Reading may include works by Whitman, Melville, Stevenson *(Dr Jekyll)*, J.A. Symonds *(Memoirs)*, Henry James, Wilde, Stoker *(Dracula)*, Conrad, Forster and others, including if there is time some continental writers (Gide, Mann, Proust).

Professor Cameron.

3. TOPICS IN FILM STUDY: READING FILMS/READING THEORY. See English 73 for description.

Professor Cameron.

4. ISSUES OF GENDER IN AFRICAN LITERATURE. See English 64f for description.

Professor Cobham-Sander.

5. AMERICAN MEN'S LIVES AT THE TURN OF THE CENTURY. A case study of the American Man's spiritual crisis, his encounter with racial "otherness," and his response to the rise of feminism as represented by works of Henry and William James, Henry Adams, W.E.B. DuBois, Charles Chestnutt, Booker T. Washington, Theodore Roosevelt, Frank Norris, John Jay Chapman, and Owen Wister.

Professor Townsend.

75s. Seminar in English Studies. Three sections will be offered in the second semester 1991-92.

1. CHAUCER THE POET. A study of poetic problems in *The Canterbury Tales* and their relation to current issues in literary theory and to feminist and deconstructive approaches. Some attention will also be given to Chaucer's literary contemporaries and forebears. The first weeks will include a review of Middle English.
   Requisite: English 30 or a reading knowledge of Middle English. Professor Chickering.

2. READINGS IN ROMANTIC POETRY. See English 44 for description.
   Professor Heath.

3. LITERARY CRITICISM. Readings in the major English and American critics of literature from Matthew Arnold to the present. Such writers as Arnold, Henry James, Ezra Pound, T.S. Eliot, I.A. Richards, F.R. Leavis, William Empson, Edmund Wilson, Randall Jarrell, and others will be considered, but always in relation to particular poems, poetic dramas, and novels. Consideration of such terms as tone, metaphor, irony, rhetoric, sincerity, sound, rhythm, character as they have been used to describe literary effects. The aim of the course is both to extend and complicate our ways of criticizing what we read, and to appreciate for their own sake some classics of modern criticism.
   Professor Pritchard.

76. Major African-American Authors. The course examines the complete works of two or three writers who are closely related in such areas as genre, aesthetics, ideology, period, and so on. We approach the texts through close readings that engage the student directly with a particular focus involving any of the above-listed areas. In addition to the primary texts, secondary sources are used to examine contemporary critical approaches to the literature. The topic for spring 1991 was: Selected fiction and nonfiction of Richard Wright, Ralph Ellison, and James Baldwin. Two class meetings per week.

Requisites: English 59 recommended. Limited to 20 students. Second semester. Omitted 1991-92. Professor McLendon.

79. Contemporary American Film. A critical and historical study of American commercial cinema (i.e., Hollywood) and its context in culture and the media since the 1950s. Attention to films by Kubrick, Peckinpah, Penn, Cassavetes, Altman, Polanski, Malick, Coppola, Scorese, Allen, and others. Two two-hour classes plus one or two screenings per week.

Requisite: English 19 or another film course, or consent of the instructor at the first meeting of class. Not open to Freshmen. First semester. Omitted 1991-92. Professor Cameron.

81s. Democracy, Culture and the Media. A seminar for students interested in exploring the media of television, "the news," and advertising. Our inquiry will be shaped by questions about whose versions of culture, politics, and the society are broadcast, for whom they are intended, and what alternative accounts and expressions might be available. The central exploration involves the problem of how different groups of Americans construct culture and politics for themselves, define a collectivity, and are persuaded of the "truth" of a vision of the world. Class, race, and political conflict, the shape of some Americans' work lives, ourselves as historical actors and objects, will provide the examples through which the course is conducted. Two seminars, four class hours, per week.

Not open to Freshmen. Sophomores may take the course with consent of the instructor. Limited to 35 students. Second semester. Professor O'Connell.

82. Literature of the Caribbean Region. (Also Black Studies 65s and French 36.) The approach of this course will be comparative and pan-Caribbean, focusing on twentieth-century writers from Jamaica, Trinidad, Dominica, Haiti, Martinique, Guadeloupe, and Cuba. French and Spanish texts will be read in translation, but students equipped with these languages are encouraged to study the originals.

Second semester. Professor Sander.

83. *Film Noir* and the Art of American Film. An introduction to film study using the genre of *film noir* as a point of focus. *The Maltese Falcon* (1941), *Shadow of a Doubt* (1943), *Woman in the Window* (1944), *Double Indemnity* (1944), *Mildred Pierce* (1945), *The Killers* (1946), *The Big Sleep* (1946), *Out of the Past* (1947) are all *films noirs.* These and other films of the 1940s and 1950s will be studied in relation to some of the chief concerns of contemporary criticism: the literary sources of the screenplays (Hammett, Cain, Hemingway, Chandler, Greene, et al.); the studio method of production in Hollywood (casting, *mise en scène,* lighting and camera work, editing, location shooting, the coming of color and the wide screen; the *auteur* theory of directors' styles (Huston, Wilder, Curtiz, Siodmak, Hawks, Tourneur) and the structuralist theory of genre; the anticipations and aftermath of *film noir,* its international history (Lang, Hitchcock, Welles, Reed, Melville, Wenders); the feminist and psychoanalytical perspectives on gender imagery ("patriarchal discourse," *femmes fatales,* etc.). Some reference to other Hollywood genres of the 1930s and 1940s and after—the gangster story and the screwball comedy, women's melodrama. Some reference to the current cycle of American *neo-film noir (Chinatown, Klute, Body Heat, Hammett).* Students beginning their study of film will be referred to relevant parts of the grammar of film language in a primer such as Bordwell and Thompson's *Film Art.* Frequent short papers. Three class hours per week plus two weekly screenings.

First semester. Professor Cody.

84f. Modern Drama: Ibsen to Pinter. (Also Theater 84.) A study of plays and playwrights that have shaped modern drama. These authors—Ibsen and Chekhov, O'Neill, Williams, Miller and Pinter among them—are important not only for their radical redefinitions of dramatic structure and purpose. They have also given us a canon of plays which still work, which still eloquently address the complex problems of the human condition.

Limited to 50 students. First semester. Professor Anderson.

85s. James Joyce. Readings in *Dubliners, A Portrait of the Artist as a Young Man, Ulysses,* and some portions of *Finnegans Wake.* Two class meetings per week.

Not open to Freshmen. Limited enrollment. Second semester. Omitted 1991-92. Professor Cameron.

86. Contemporary American Drama. (Also Theater 86.) A seminar on the current work of American dramatists. The course will balance the plays of "major" writers (Mamet, Guare, August Wilson) with new and sometimes unpublished texts from our regional theaters. Students will read 3-5 plays per week. The course will also explore issues of play development and the literary management of theaters.

Requisite: One of the following—English/Theater and Dance 17, 80, 84, 86, or consent of instructor. Second semester. Professor Anderson.

87. Senior Tutorial. Independent work under the guidance of a tutor assigned by the Department. Open to Senior English majors who wish to pursue a self-defined project in reading and writing. Admission is by consent of the Department. Students intending to elect this course must submit to the Department a five-page description and rationale for the proposed independent study by the end of the first week of classes in the first semester of their Senior year. Those who propose projects in fiction, verse, playwriting, or autobiography must submit a substantial sample of work in the appropriate mode; students wishing to undertake critical projects must include a tentative bibliography with their proposal.

First or second semester.

88. Senior Tutorial. A continuation, where appropriate, of English 87. Those students intending to continue independent work are required to submit to the Department, no later than the beginning of their second Senior semester, a five-page prospectus describing in detail the shape of their intended project.

Admission is by consent of the Department. Second or first semester.

D87, D88. Senior Tutorial. This form of the regular course in independent work for Seniors will be approved only in exceptional circumstances.

First and second semesters.

93s. Topics in Literary Theory. An extended exploration of a critical issue in literary theory. The topic varies from year to year. The most recent topic concerned the status of narrative within psychoanalytic discourse. Through readings of Freud, the literature he read, and certain of his subsequent readers, the course asked how "truth" counts for psychoanalysis if it only can be rendered through a narrative process it shares with works of fiction. Two class meetings per week.

Not open to Freshmen. Admission with consent of the instructors. Second semester. Omitted 1991-92. Professor Parker and Doctor May.

95s. "The Linguistic Turn": Language, Literature and Philosophy. A first course in literary theory. Though it will devote some early attention to the principles and methods of linguistic analysis, this course is less an introduction to linguistics per se than a more general meditation on some of the reasons why language has attracted the intense fascination of a growing number of disciplinary practices.

Open to Freshmen with consent of the instructor. Second semester. Professor Parker.

97, 98. Special Topics. Independent Reading Courses.

First and second semesters. The Department.

RELATED COURSES

Introduction to African-American Poetry. See Black Studies 34.

Preference will be given to those who have taken Black Studies 11 or English 11. Second semester. Professor Rushing.

Short Stories from the Black World. See Black Studies 35.

First semester. Professor Rushing.

Creative Writing from Contemporary Africa. See Black Studies 36/French 36.

Second semester. Omitted 1991-92. Professor Sander.

The Encounter Between Africa and the West. See Black Studies 45.

First semester. Omitted 1991-92. Professor Sander.

Justifying the Margin: The Cultural Construction of Russian and African-American "Soul." See Colloquium 75.

Open to Juniors and Seniors. First semester. Professors Peterson and Gooding-Williams.

Survey of Russian Literature I. See Russian 21.

First semester. Professor Peterson.

EUROPEAN STUDIES

Advisory Committee: Professors Bezucha‡, Caplan‡, Cheyette, Chickering, Griffiths, Halsted, Huet, Kennick (Chair), Maraniss, Marshall, Pitkin, J. Taubman, Tiersky†, Upton, and White; Associate Professors Brandes, de la Carrera, Gooding-Williams, Hewitt*, Machala, Sandler*, Sinos*, and Zajonc; Assistant Professors Daniel Barbezat*, Hunt, Parkany, and Rogowski*; Lecturer Trahan.

*On leave 1991-92.
†On leave first semester 1991-92.
‡On leave second semester 1991-92.

European Studies is a major program which provides opportunity for interdisciplinary study of European culture. Through integrated work in the humanities and social sciences, the major examines a significant portion of the European experience and seeks to define those elements that have given European culture its unity and distinctiveness.

Major Program. The core of the major consists of six courses that will examine a significant portion of European civilization through a variety of disciplines. Comparative literary studies, interdisciplinary work in history, sociology, philosophy, political science or economics involving one or more European countries are possible approaches to the major. The student will select the six core courses in consultation with the Chair and an appropriate advisory subcommittee of the Program. Of these six courses, two will be independent research and writing during the Senior year, leading to the presentation of a thesis in the final semester. In one of the final two semesters the major may designate the research and writing course as a double course (European Studies D77 or D78), in which case the total number of courses required to complete the major becomes seven. In addition, a major will take European Studies 21 and 22 during the Sophomore year or as soon as he or she elects a European Studies major.

Save in exceptional circumstances a major will spend at least one semester of the Junior year pursuing an approved course of study in Europe. Upon return, the student will ordinarily elect, in consultation with the advisory subcommittee, at least one course that helps integrate the European experience into the European Studies major. During the second semester of the Senior year he or she will give an oral presentation to faculty and students in the Program of his or her independent research and writing in progress. Because of the self-designed nature of the European Studies program, the thesis plays a major role in integrating the student's work in the program. Superior achievement in the thesis project will be considered for recommendation for the degree with honors.

A major is expected to be able to read creative and scholarly literature in at least one foreign language appropriate to his or her program.

When designing his or her course schedule, a major should consult regularly with the advisory subcommittee and should give careful study to the offerings of humanities and social science departments at Amherst and the other Valley colleges. To aid in choosing courses, the Chair of the European Studies Program can provide majors with lists of pertinent courses given among the Five Colleges.

11. The Quest for Self and the Other: Dostoevsky, Kafka, Camus. The search for a personal identity and voice, and the questions on what constitutes a meaningful relationship to others and perhaps to an Other concern not only all thoughtful individuals and especially psychologists, sociologists, linguists and philosophers, but also a great many creative writers. Taking Martin Buber's *I and Thou* as our point of departure, we will explore the creative expression given to those concerns in Dostoevsky's "Poor People," "Notes from Underground" and *The Possessed*, in Kafka's

"The Judgment," "Metamorphosis" and *The Trial*, and in Camus' *The Stranger, The Fall* and "The Adulterous Woman." Supplementary fictional and non-fictional readings will situate these works in a broader context.

Limited to 25 students. First semester. Lecturer Trahan.

21s. Readings in the European Tradition I. Reading and discussion of a series of related texts from the *Epic of Gilgamesh* to Dante's *Divine Comedy*. In the first half of the semester we shall read *Inferno* against the background of the Greco-Roman tradition, with emphasis on Homer's *Odyssey* and Virgil's *Aeneid*. Thereafter we shall read *Purgatory* as it merges classical and biblical influences (Genesis, Exodus, Isaiah, the Gospels, Revelation) within the autobiographical tradition inherited from Augustine *(Confessions)*. How do texts create meaning and claim prestige by presenting themselves within a "tradition"? How do we enrich or distort our readings of the text by seeing lines of influence and development different from those assumed in the text? What are the advantages and limits of reading these texts within a notion of "Europe"? Emphasis on active student discussion.

Required of European Studies majors. Limited to 25 students. Second semester. Professor Griffiths.

22. Readings in the European Tradition II: The European Short Story—An Introduction to Comparative Literature. Study of the European short story as a genre, from its beginnings with Boccaccio and Cervantes, to the great nineteenth-century novellas of Germany, France and Russia, and the contemporary short-short story. Authors will include Kleist, Gogol, Flaubert, Dostoevsky, Tolstoy, Chekhov, Hauptmann, Thomas and Heinrich Mann, Joseph Conrad, Henry James and other contemporaries; the transformation of the genre will be shown by means of texts by Joyce, Kafka, Camus, Virginia Woolf, Bichsel, Robbe-Grillet, etc. We will focus on stories which reflect major thematic and stylistic criteria of such important literary and philosophical movements as classicism, romanticism, realism, naturalism, impressionism, expressionism, etc. Supplementary readings and student papers will emphasize recognition and use of different critical approaches, among them thematic, structural, and comparative.

Limited to 25 students, with preference given (in that order) to majors, Sophomores, Juniors, Seniors. Second semester. Lecturer Trahan.

77, D77, 78, D78. Senior Honors.

97, 98. Special Topics.

RELATED COURSES

The European Economic Community. See Economics 39.

Requisite: Economics 11. First semester. Omitted 1991-92. Professor Daniel Barbezat.

The Spanish Civil War: Art, Politics, and Violence. See Spanish 44f.

First semester. Professor Maraniss.

Culture and Politics in the Weimar Republic. See German 42.
Second semester. Omitted 1991-92.

Germans and Jews: The Modern Literary Record. See German 43.
First semester. Professor White.

New German Cinema: Fassbinder—Herzog—Kluge—Wenders. See German 45s.
Second semester. Omitted 1991-92.

The New Germany: Literature, Culture, and Politics. See German 46.
Second semester. Professor Brandes.

Vienna 1890-1914. See German 51.
Not open to Freshmen. First semester. Omitted 1991-92.

Kafka, Brecht, and Thomas Mann. See German 52f.
First semester. Omitted 1991-92.

The Artist as Anti-Hero from Goethe to the Present. See German 56f.
First semester. Omitted 1991-92.

All Department of History courses listed under the EUROPE heading, History 2f-26f.

FINE ARTS

Professors Abiodun, Schmalz, R. Sweeney (Chair), Trapp†, and Upton; Associate Professors Clark† and Morse; Adjunct Associate Professor Sandweiss; Assistant Professors Courtright, Kanwischer, and Segar; Visiting Fellow Yonekura.

Major Program. The Fine Arts major offers the broadest possible means for developing and integrating a student's historical understanding, practical skills, and critical faculties with regard to the visual arts and their values in society. Although this objective may be accomplished either with emphasis upon work in art history and criticism or the practice of art, the major program is designed to identify and serve each student's personal interests and capacities through a balanced engagement in the Fine Arts. The work of each major will be directed by an advisory committee.

Course Requirements. A major will consist of a minimum of ten courses in Fine Arts of which at least three will be taken in the history of art and three in the practice of art. Fine Arts 11s and Fine Arts 12f are required. Majors who take Basic Painting, Basic Sculpture and Basic Drawing (Basic Printmaking can be substituted for Basic Drawing) will be exempt from Fine Arts 12f. Fine Arts 46 is strongly recommended, though not required. Majors will complete their requirements by electing middle level and seminar courses in Fine Arts. With departmental permission, they may elect a Fine Arts 97-98 program of individual work; likewise, a limited number of courses in other departments of Amherst College or neighboring institutions may be accepted as partial fulfillment of the major program.

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†On leave first semester 1991-92.

Both majors and non-majors should be aware that numerous courses in other departments of the College offer serious opportunities for them to complement their work in Fine Arts. Though not necessarily counting toward the major, such courses range from topics as obviously relevant as aesthetics, religion, history and the other arts to such perhaps less apparent studies as anthropology, geology, and the history of economics and science. Departmental advisors will assist students in their course selection so as to maximize the possibilities represented by such collateral study.

Students who are thinking of graduate work either in the practice of art (including architecture, conservation, et. al.) or in art history, should try to identify that interest as early as possible so that they may take advantage of departmental counsel regarding such preparation as may be necessary (e.g., GRE's, portfolios, foreign language skills, science background). The department faculty is also, of course, happy to discuss career options and prospects with both majors and general students.

Honors Program. Candidates for Honors will, with departmental permission, take Fine Arts 77-78 during their Senior year. Fine Arts 77-78 will be counted towards the ten-course requirement for the major.

INTRODUCTION TO THE FINE ARTS

Fine Arts 11 and 12 provide the student with an introduction to the study of the Fine Arts through the complementary approaches of history and practice. Either course may be taken independently of the other and may be taken in any sequence.

11s. History of Art. An introduction to works of art as the embodiment of human and cultural values from ancient civilizations to the present. This course will emphasize major historical periods, monuments, artists and themes as well as visual and formal analysis. Four class hours per week: three lectures plus one discussion section.

Limited to 100 students. Second semester. Professors Courtright and Schmalz.

12f. Practice of Art. An introduction to the formal issues of pictorial and sculptural construction. We will examine the major elements of linear and atmospheric perspective, line, value, color, form, texture, two-dimensional and three-dimensional composition. A weekly lecture, the study of old and new masters' work, and exercises will constitute in-class work; there will be weekly out-of-class assignments. Two two-hour class periods per week. No prior studio experience required nor special talent expected.

Not open to students who have taken Fine Arts 15, 15s, 17, or 17s. Limited to 40 students. First semester. Professor Kanwischer.

PRACTICE OF ART

14f. Basic Sculpture. An introduction to the principles and techniques of the art of three dimensions using both figurative and non-figurative subjects. A wide variety of materials and processes will be explored. Two three-hour class meetings per week.

Limited to 18 students. First semester. Professor Segar.

15s. Basic Oil Painting. A set of studio projects to explore fundamental techniques in oil painting, with emphasis on figurative composition. Two three-hour meetings per week.

Limited to 20 students. Second semester. Professor Sweeney.

16f. Watercolor Painting. An introduction to basic watercolor techniques. The course aims to develop ability to handle the medium confidently and to encourage exploration of its potential for personal expression. Two three-hour studio sessions per week and six additional hours of painting time.

Requisite: Fine Arts 12 or a comparable course. Limited to 20 students. First semester. Professor Schmalz.

17. Basic Drawing. A fundamental representational drawing course concentrating on the human figure but including work with still-life, room interior, and landscape subjects to develop the student's skill and knowledge in the techniques and uses of drawing. Two three-hour meetings per week.

Limited to 20 students. First semester. Professor Segar.

17s. Basic Drawing. Same description as Fine Arts 17.

Second semester. Professor Kanwischer.

20f. Intermediate Drawing. A course appropriate for students with prior experience in basic principles of visual organization, who wish to investigate further aspects of pictorial construction using the figure as a primary measure for class work. The course will specifically involve an anatomical approach to the drawing of the human figure, involving slides, some reading, and out-of-class drawing assignments. Two two-hour meetings per week.

Requisite: Some prior studio course or experience. Limited to 18 students. First semester. Professor Sweeney.

21s. Three-Dimensional Design. This course explores the world of objects. We are surrounded by them and take them for granted but each chair, lamp, package, or pen was made by a process of design. In a series of problems students will be asked to design and build in a wide variety of materials. Problems will focus on structure, presentation, and invention. The development of design styles will be studied. While Basic Sculpture explores the language of three dimensions from an expressive point of view, 3-D design approaches the same language from the view of a problem solver.

Limited to 15 students. Second semester. Professor Segar.

22f. Basic Printmaking. A basic course in intaglio that introduces the student to dry point, engraving, hard and soft ground etching, sugar lift, and rosin aquatint. The chemistry involved in biting a plate, proof printing and redrawing, and the final printing of clean editions will be both discussed and demonstrated. The course will explore intaglio printmaking as an expressive, aesthetic and technically exacting medium. Regular class discussions and critiques will be held. Two three-hour class periods per week.

Requisite: Two introductory studio courses, one of which is Basic Drawing, or consent of the instructor. Limited to 15 students. First semester. Professor Kanwischer.

24. Intermediate Sculpture. A studio course which investigates more advanced techniques and concepts in sculpture leading to individual exploration and development. Projects cover figurative and abstract problems based on both traditional themes and contemporary developments in sculpture, including: clay modelling, carving, wood and steel fabrication, casting, and mixed-media construction. Weekly in-class discussion and critiques will be held. Two three-hour class meetings per week.

Requisite: Fine Arts 14 or 21, or consent of the instructor. Limited to 12 students. Second semester. Professor Segar.

26f. Intermediate Painting. This course offers students knowledgeable in the basic principles and skills of painting and drawing an opportunity to investigate personal directions in painting. Assignments will be collectively as well as individually directed. Discussions of the course work will assume the form of group as well as individual critiques. Two three-hour class meetings per week.

Requisite: Fine Arts 12 or 15 or consent of the instructor. Limited to 20 students. First semester. Professor Sweeney.

27s. Printmaking. This course will focus primarily on relief printmaking techniques. These will include linocut, woodcut and wood-engraving. Black and white as well as multicolor printing procedures will be examined. Assignments will draw attention to both the technical and expressive demands of the medium. For those students who have taken Fine Arts 22f, this course will also allow for further exploration of the intaglio process. Two three-hour class meetings per week.

Requisite: Basic Drawing and one other studio course or consent of the instructor. Limited to 15 students. Second semester. Professor Kanwischer.

HISTORY OF ART

28f. Roman Art and Architecture. This course will consider the art of the Roman world as the first "modern art" in terms of the richness of its stylistic diversity. Roman architecture, sculpture, and painting from their Hellenistic and Etruscan origins to their late antique/early Christian phase, will be seen within the context of the social, political, and religious environment that produced them.

First semester. Professor Kellum of Smith College.

29. Architecture from the Renaissance to the Industrial Revolution. This course examines European architecture from the revival of the Classical tradition in fifteenth-century Italy to the rise of industrial design in nineteenth-century England and France. Lectures treat the development of churches, palaces, and other major building types, and incorporate the history of urban planning and gardens.

First semester. Professor Courtright.

32f. Romanesque and Gothic Art. A study of the architecture, painting, and sculpture of western Europe, primarily France, from the eleventh through the thirteenth centuries. Particular attention will be given to the design and decoration of the great abbey churches and cathedrals, among them Mont-Saint-Michel, Cluny, Santiago de Compostella, Paris, Chartres, Amiens. Both thematic and formal development will be considered. Two meetings per week.

First semester. Professor Upton.

33. Italian Renaissance Art. An examination of painting, sculpture and architecture in Tuscany, Rome and Venice from 1400 to 1550. This course will focus on Masaccio, Donatello, Michelangelo, Leonardo da Vinci, Raphael and Titian and their contributions to the "rebirth" of Italian art.

First semester. Professor Courtright.

34. Baroque Art. A study of the major figures and movements in seventeenth-century Italy, Spain, and France. Focus will be on the work of Annibale Carracci, Caravaggio, Bernini, Velasquez, Rubens, and Poussin.

Second semester. Professor Courtright.

35s. Dutch and Flemish Painting. Realism in painting in the Lowlands from the fifteenth to seventeenth centuries, with emphasis on the works of Jan Van Eyck, Roger van der Weyden, Hugo van der Goes, Bosch, Bruegel, Vermeer, and Rembrandt. Two meetings per week.

Second semester. Professor Upton.

36. The Eighteenth Century. Painting, sculpture and architecture in Europe, c. 1700-1825. The course will emphasize the Rococo in France, Germany, and Italy; the National Academies; Neo-Classicism; post-revolutionary art and the shift to "modernism."

Requisite: Fine Arts 11 or consent of the instructor. Second semester. Omitted 1991-92. Professor Schmalz.

37. The Origins of the Modern Movement: Nineteenth-Century Art. A selective examination of major masters and movements in nineteenth-century art concluding with a study of Impressionism and Post-Impressionism. Outside reading and written assignments. Two meetings per week.

Requisite: Fine Arts 11 or 12, or consent of the instructor. First semester. Omitted 1991-92. Professor Trapp.

38. Modern Art: Twentieth-Century Art. A selective examination of major masters and movements in twentieth-century art, including contemporary developments. Two meetings per week.

Requisite: Fine Arts 11 or 12, or consent of the instructor. Second semester. Professor Trapp.

40f. American Art 1860-1940. This study of the style, context, and meaning of American Art from the Civil War until World War II will focus on major figures (Homer, Eakins, Whistler, O'Keeffe, Demuth, and Wood) and on groups of artists (around Arensberg and Stieglitz) in an exploration of the shifting emphasis between native currents and international pressures. Readings will combine a survey of American art history with considerations of current controversies over interpretation in American art criticism.

First semester. Omitted 1991-92. Professor Clark.

41s. Photography and Painting: The First Century. This course will examine technical and expressive developments in western photography and painting from about 1840 through the years following World War II. Our primary aim will be to discover and discuss the mutual interdependencies between these two visual forms in order to understand something of how they have affected each others' histories and conditioned the larger visual environment we have inherited. Three class meetings per week.

Requisite: Fine Arts 11 or 12, or another course in the history of art. Second semester. Professor Schmalz.

42. Arts of Japan. A survey of the arts of Japan, focusing on the development of the pictorial and sculptural tradition from the fifth century A.D. to the late nineteenth century. Topics to be investigated include Buddhist painting, sculpture and architecture, narrative handscrolls, ink painting and the arts related to the Zen sect, and the diverse traditions of the Edo period, as well as woodblock prints. There will be field trips to look at works in museums and private collections in the region.

Second semester. Professor Morse.

44. American Architecture. A history of the American family home from early shelter and colonial roots through successive stylistic revivals (Roman, Greek, Gothic, exotic and Romanesque) to Frank Lloyd Wright's prairie house and the post-modern dwelling.

Second semester. Professor Clark.

45s. American Art to 1860. This class will study American art from the seventeenth century until the Civil War. Were Copley, the Peales, Mount, Cole and Church new artists for a new world or were they provincial representatives of European culture? Current controversies over interpretation in American art criticism will be considered. Paintings in regional museums will form the basis for student work.

Second semester. Omitted 1991-92. Professor Clark.

46f. Survey of Asian Art. A general introduction to the major monuments of South and East Asia focusing primarily on India, China, and Japan, but also including Southeast Asia and Korea. Through a study of the historical and religious context of works of architecture, sculpture and painting, the course will attempt to discover the themes that unify the artistic traditions of Asia and those that set them apart. Topics to be covered include the development of the Buddha image in India, Chinese landscape painting and Japanese woodblock prints. There will be field trips to look at works in major local collections.

First semester. Omitted 1991-92. Professor Morse. See Asian 11.

47s. Survey of African Art. An introduction to the ancient and traditional arts of Africa. Special attention will be given to the archaeological importance of the rock art paintings found in such disparate areas as the Sahara and South Africa, achievements in the architectural and sculptural art in clay of the early people in the area now called Zimbabwe and the aesthetic qualities of the terracotta and bronze sculptures of the Nok, Igbo-Ukwe, Ife and Benin cultures in West Africa, which date from the second century BCE to the sixteenth century CE. The study will also pursue a general socio-cultural survey of traditional arts of the major ethnic groups of Africa.

Second semester. Professor Abiodun.

48. Arts of China. An introduction to the arts of China focusing on the bronze vessels of the Shang and Chou dynasties, the Chinese transformation of the Buddha image, and the evolution of the landscape and figure painting traditions. The course will include many of the more recent archaeological discoveries on the mainland and will also attempt to place the monuments studied in the cultural context in which they were produced.

Second semester. Omitted 1991-92. Professor Morse.

49s. Approaches to Chinese Painting. A survey of the Chinese pictorial tradition from the Northern Sung to the Ch'ing dynasties focusing in particular on the development of the landscape idiom, but considering bird and flower painting and the narrative tradition as well. The course will explore the differences between Western methodological approaches to Chinese painting and the theories of painting developed by the Chinese themselves. There will be field trips to look at works in major museum collections in New England and New York.

Second semester. Professor Morse.

50f. African Art and the Diaspora. The course of study will examine those African cultures and their arts that have survived and shaped the aesthetic, philosophic and religious patterns of African descendants in Brazil, Cuba, Haiti and urban centers in North America. We shall explore the modes of transmission of African artistry to the West and examine the significance of the preservation and transformation of artistic forms from the period of slavery to our own day. Through the use of films, slides and objects, we shall explore the depth and diversity of this vital artistic heritage of Afro-Americans.

First semester. Professor Abiodun.

SEMINARS

51. Topics in Fine Arts. Two topics will be offered in the first semester 1991-92.

1. ARCHITECTURAL PRINCIPLES IN JAPAN AND THE WEST. A detailed examination of some of the basic structural, spatial and symbolic principles at work in selected Buddhist temples in Japan, including especially Nara and Kyoto. Beyond learning about Japanese traditional architecture for its own sake, one key purpose of this seminar will be to create an alternative perspective from which to reassess some of our western assumptions about architecture. Comparisons with certain well known monuments in the West may help to reveal an overarching unity of shared human, social and religious concerns that emerge as much from palpable differences of forms as from superficial similarities.

Requisite: Fine Arts 11 or 42 or 46, or consent of the instructor. Limited to 12 students. Professor Upton.

2. JAPANESE NARRATIVE PAINTING. A study of the three primary genres of Japanese narrative painting—*mongatari-e* (illustrated picture scrolls), *engi-e* (illustrated legends of the founding of temples and shrines), and *kosoden-e* (illustrated biographies of monks). Through careful analysis of some of the most famous works of Japanese art and selected readings by literary theorists and contemporary philosophers, the course will explore the nature of pictorial narrative. How did the artists of *The Tale of Genji* select those scenes to depict in the hand scroll? How does an illustrated legend of the founding of a temple combine historical and fictional events? How is our present understanding of figures such as Kukai and Ippen shaped by their pictorial biographies? Trips to collections to study actual paintings will be included.

Requisite: One previous course on East Asian art or consent of the instructor. Limited to 12 students. Professor Morse and Mr. Yonekura.

51s. Topics in Fine Arts. Three topics will be offered in the second semester 1991-92.

1. ADVANCED DRAWING. Students will be expected to develop an independent body of work exploring individual artistic directions. Regular group critiques.

Requisite: Intermediate Drawing, or Intermediate Painting, or equivalent experience. Limited to six students. Professor Sweeney.

2. IMPRESSIONISM. Impressionism was a dominant force in the development of early modern art, yet its manifestations were more varied than often supposed. Major European exponents of Impressionism will be considered as they relate to the creative climate of their times. Discussion will focus in particular upon the contributions of such major figures as Monet, Renoir, Pissarro, and Degas.

Requisite: Fine Arts 11 and 37 or 38 or consent of the instructor. Limited to 12 students. Professor Trapp.

3. AMERICAN PHOTOGRAPHY, 1839-1939. This seminar will explore the first hundred years of American photography with particular attention to the relationship between photographs and the social and cultural milieu in which they were created. The class will consider

how photographs reflected prevailing cultural beliefs, and how these images, in turn, influenced Americans' understanding of themselves and their expanding nation. Students will have an opportunity to work closely with the objects on view at the Mead Art Museum in the exhibition, "Photography in Nineteenth-Century America."

Requisite: Previous course in American art history, American history of the period or Fine Arts 41. Limited to 12 students with consent of the instructor. Professor Sandweiss.

HONORS AND SPECIAL TOPICS

77, D77, 78, D78. Senior Honors. Preparation of a thesis or completion of a studio project which may be submitted to the Department for consideration for Honors. The student shall with the consent of the Department elect to carry one semester of the conference course as a double course weighted in accordance with the demands of his or her particular project.

Open to Seniors with consent of the Department. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. Full or half course.

First and second semesters. The Department.

RELATED COURSES

Re-Imagining the Human in a Technological Age. See Colloquium 28.

Open to Juniors and Seniors. Limited to 30 students. Second semester. Professors Upton and Zajonc.

Perspectives on Asia: Place, Image and Person in Art and in Text. See Asian 11.

First semester. Professors Gyatso and Morse.

Myth, Ritual and Iconography in West Africa. See Black Studies 26f.

First semester. Professors Abiodun, Goheen, and Lobdell.

French

See Romance Languages.

GEOLOGY

Professors Belt, Brophy, and Cheney (Chair); Assistant Professors Crowley and Harms; Dr. M. Coombs.

Major Program. The major in Geology is accomplished through a sequence of courses that first introduces the fundamental principles of the Earth Sciences and then progresses to an advanced level of critical analysis. This may be achieved through course offerings both in geology and in mathematics, the physical and biological sciences. In consultation with their departmental advisor, Geology majors plan a program of courses that meets this goal and that is suited to their academic interests and future plans. All majors take Geology 11, 20, 29, and 30. As they begin to focus their interests and abilities, majors will elect to take three courses from Geology 27, 32, 34, or 38. Geology 24 may be substituted for Geology 27. To complete a balanced program majors are encouraged to (1) broaden their scientific base in the geologic and ancillary sciences; (2) undertake advanced course work in geology; and (3) engage in independent research. Accordingly, majors will elect two additional courses from (1) the remainder of the department's course offerings, including any courses listed above not used to meet the other major requirements and completion of a Senior Honors Thesis which may be counted as one course toward the major; and/or (2) Chemistry 12, Mathematics 12, Physics 16 or 32, Biology 21, Astronomy 19, or higher numbered courses from these departments. Departures from this major format will be considered by the department in coordination with the student's academic goals. Early in the second semester of the Senior year, each major shall take a comprehensive examination, both written and oral.

Honors Program. For a degree with Honors, a student must have demonstrated ability to pursue independent work fruitfully and exhibit a strong motivation to engage in research. A thesis subject should be chosen in the Junior year but must be chosen no later than the first two weeks of the Senior year. Geology 77, D78 involves independent research in the field or the laboratory that must be reported in a dissertation of high quality, due in April of the Senior year.

All courses are open to any student having requisite experience or consent of the instructor.

11. Principles of Geology. Study of the earth's architecture and composition throughout time from the record preserved in rocks. Review of the processes that denude the earth's land surface (destructional) and those that enlarge the earth's land surfaces (constructional). One all-day field trip and several afternoon trips. Three hours class and two hours laboratory each week.

First semester. Professors Brophy and Harms.

11s. Principles of Geology. Same description as Geology 11.

Second semester. Professors Brophy and Cheney.

16. Resources and the Environment into the Twenty-First Century. Our society will face difficult choices about the management of the environment and of non-renewable natural resources as we enter the twenty-first century. Much of our understanding of these problems comes from observations of environmental changes occuring over the past few decades. Is it reasonable to extrapolate these trends into the future? This course will examine changes to the atmosphere, hydrosphere and lithosphere that have occurred on a much longer geological timescale. Examining the past is useful for predicting future trends. The rock record shows us how the environment has changed over millions of years. The approach used will examine geological processes so that we can better understand the ways that human activities can alter natural systems. Possible topics include global climate, fossil fuels, geological hazards, water quality, and feedback loops between atmosphere, hydrosphere and lithosphere.

Not open to students who have received credit for Geology 18. Second semester. Professor Crowley.

20f. Dynamic Earth. The origin and physical evolution of planet earth as derived from the rock record; the conceptual development of plate tectonic theory; the changing configuration of continents and ocean basins analyzed using evidence from diverse branches of geology; the past examined as a key to the future. Three lectures and two hours laboratory per week.

Requisite: Geology 11 or consent of the instructor. First semester. Omitted 1991-92. Professor Harms.

20. Dynamic Earth. Same description as Geology 20f.

Second semester. Professors Crowley and Harms.

23. Environmental Geology. Earthquakes, landslides, floods, river and coastal erosion, and pollutants place constraints on the use of land in growing megalopoli along the east and west coasts. Understanding the interrelationships of natural variables within complex earth systems enables rational planning of increasingly jeopardized land and water resources. Emphasis will be placed on applying theory to actual situations. A term project will be required. Three hours of class and two hours of field and personal project time per week.

Geology 11 recommended. Limited to 25 students. First semester. Professor Belt.

24f. Vertebrate Paleontology. The evolution of vertebrates as shown by study of fossils and the relationship of environment to evolution. Lectures and projects utilize vertebrate fossils in the Pratt Museum. Three hours class and one discussion/laboratory session per week. Offered in alternate years.

Requisite: One course in biology or geology or consent of the instructor. First semester. Omitted 1991-92. Professor Coombs.

27. Paleontology. An introduction to the conceptual framework of paleontology. Lectures will consider, among other topics: classification of organisms, mode and tempo of evolution, geographic and temporal distribution of species, and ontogenetic variation. Labs will examine major fossilizable invertebrate groups, emphasizing interrelationship of form and function, and evolutionary significance of similarity. Three hours of lectures and two hours of laboratory. Field trips.

Requisite: Geology 11 or Biology 12. First semester. Professor Belt.

29. Structural Geology. A study of the geometry and origin of sedimentary, metamorphic and igneous rock structures which are the products of earth deformation. Emphasis will be placed on recognition and interpretation of structures through development of field and laboratory methodology. Three hours of lecture and five hours of laboratory each week.

Requisite: Geology 11. First semester. Professor Harms.

30f. Mineralogy. The crystallography and crystal chemistry of naturally occurring inorganic compounds (minerals). The identification, origin, distribution and use of minerals. Laboratory work includes mineral synthesis, X-ray diffraction, emission spectroscopy, differential thermal analysis. Four hours lecture, two hours directed laboratory.

Requisite: Geology 11, Chemistry 11 or Chemistry 15 or their equivalent recommended. First semester. Professor Cheney.

31. Optical Mineralogy and Petrography. Part I considers the theory and practical methodology of optical crystallography as it pertains to common rock-forming minerals. Part II, Petrography, focuses upon the systematic description and classification of igneous, metamorphic and sedimentary rocks. The occurrence, associations, and distribution of rock types in specific geotectonic environments will be discussed. Laboratory work emphasizes the megascopic and microscopic identification of the common rock-forming minerals and rocks. Four hours of lecture and four hours of laboratory each week.

Requisite: Geology 30. First semester. Omitted 1991-92. Professor Cheney.

32. Igneous and Metamorphic Petrology. A study of igneous and metamorphic processes and environments. Application of chemical principles and experimental data to igneous and metamorphic rocks is stressed. Identification, analysis, and mapping of rocks in laboratory and field. Four hours class and three hours laboratory per week.

Requisite: Geology 30f. Second semester. Professors Cheney and Crowley.

34. Sedimentology. A study of modern sediments and sedimentary environments as used for interpreting depositional environments of sedimentary rocks. Emphasis is placed on basic research reports on transportation and dispersal, deposition and primary structures, post-depositional processes and diagenesis. Tectonic framework of sedimentary basins and sedimentary models. Laboratory concentrates on thin sections of sedimentary rocks and field application of principles. Three hours class and three hours laboratory each week.

Requisite: Geology 11. Second semester. Professor Belt.

38. Structural Analysis. A quantitative analysis of the dynamics and kinematics governing deformation in the earth's crust. Fundamental principles of deformation will be developed and followed, from the atomic scale to the scale of the earth's crust. These principles will be applied to the study of the tectonic architecture of mountain belts. Topics to be covered include stress and strain, deformation styles in space and time, and deformation styles as a function of pressure and temperature. Three hours of lecture and two hours of laboratory each week.

Requisite: Geology 29. Second semester. Professor Harms.

41. Physics and Chemistry of the Earth. The deep structure of the earth is primarily known not by direct sampling but rather by indirect physical and chemical signals observed at the surface. These signals include the earth's magnetic and gravity fields, heat flow, and seismicity as well as the chemistry of magmas and gasses vented at the surface. This course examines these signals in the context of the structure of a dynamic earth. Topics to be covered include: earth magnetism, paleomagnetism, gravity, seismology, heat flow, geochronology, isotope and trace element geochemistry. Three hours lecture each week.

Requisite. Geology 11, or Physics 16 or 32, or Chemistry 11 or 15 or equivalent. First semester. Professor Crowley.

43. Geochemistry. This course examines the principles of thermodynamics, via the methodology of J. Willard Gibbs, with an emphasis upon multicomponent heterogeneous systems. These principles are used to study equilibria gemane to the genesis and evolution of igneous and metamorphic rocks. Specific applications include: the properties of ideal and real crystalline solutions, geothermometry, geobarometry, and the Gibbs method—the analytic formulation of phase equilibria. This course also introduces the student to the algebraic and geometric representations of chemical compositions of both homogeneous and heterogeneous systems. Four class hours each week

Requisite: Geology 30, or Chemistry 12, or Physics 16 or 32. First semester. Professor Cheney.

46. Economic Geology. Origin, occurrence, distribution, uses, and production of fossil fuels, metallic and non-metallic ore deposits. Laboratory devoted to studies of important mining districts and their geologic relations, and to a solution of geologic problems related to their occurrence. Three hours class and two hours directed laboratory each week.

Requisite: Geology 29 and 32. Second semester. Professor Brophy.

77, D77, 78, D78. Senior Honors. Independent research on a geologic problem within any area of staff competence. A dissertation of high quality will be required.

Open to Seniors who meet the requirements of the Honors program. First and second semesters. The Staff.

97, H97, 98, H98. Special Topics. Independent reading or research. A written report will be required. Full or half courses.

Approval of the Departmental chairman is required. First and second semesters. The Staff.

GERMAN

Professor White (Chair), Associate Professor Brandes, Assistant Professor Rogowski*, Visiting Lecturers Groschupf and Herrmann.

Major Program. Course requirements for majoring in German consist of German 10 and 15 or 16 (or their equivalent), plus a minimum of six further German courses above the level of German 5.

The objective of the major in German is to develop language skills and to provide acquaintance with the literary and cultural traditions of the German-speaking countries: The Federal Republic of Germany, the German Democratic Republic, Austria and Switzerland. To foster awareness and understanding of a culture different from our own, departmental courses are often interdisciplinary in approach, introducing art and music, historical background, social issues, and other cultural concerns as well as intensive analysis of literary works. While the Department offers effective preparation for graduate study in German language and literature, its primary aim is more broadly humanistic and cross-cultural. The major in German may lead to a variety of careers in international affairs, education, business, and government.

Students who plan to major in German or wish to spend a semester or a year in Germany should take at least one German course per semester during their first two years. Courses in European history and in other languages and literatures are also recommended.

A major in German will take a written or oral comprehensive examination during the second semester of the Senior year. This examination is designed to test the student's knowledge and interpretive skills in German language, literature, and general culture. A Departmental Reading List will be provided to aid in preparing for this examination. Majors are urged to secure this Reading List as early as possible in their academic career, and to select their courses in such a manner as to fill existing gaps. Substitutions for certain works on the Reading List are permitted but require the Department Chair's approval by the beginning of the semester in which the student will take the Comprehensive Examination.

Majors should supplement their German program by courses in other European languages and literatures, ancient or modern, and in European history, philosophy, and the arts. They are encouraged to read additional works of major German-language authors, to be familiar with the most important aspects of the political history of the German-speaking countries, and to consider a semester or year of study in a German-speaking country.

Because the Department stresses mastery of all four language skills (understanding, reading, speaking, writing), German majors should plan their curriculum so as to allow time for participation in activities such as the weekly German lunch table *(Deutsche Gesprächsrunde)*, films and discussions following these, and special activities of the German section of Porter House.

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*On leave 1991-92.

Honors Program. In addition to the courses required for a *rite* major, candidates for Honors must complete German 77 and 78, and must present a thesis.

The aim of Honors work in German is to offer the candidate the opportunity (a) to explore a chosen field or fields through a more extensive program of readings than is possible in course work; (b) to organize material along historical or analytical lines, usually in the form of a thesis or essay; (c) to acquire general knowledge of the history and development of German literature or language.

Each candidate will present a thesis or essay on an approved topic. The quality of the thesis, the result of the comprehensive examination, and the overall college average together will determine the level of Honors recommended by the Department.

Prizes are awarded annually for superior achievement in German courses and for individual initiative benefiting German studies at Amherst.

1. Elementary German I. Our multi-media course *Deutsch direkt* is based on authentic dialogues and interviews with native speakers from all walks of life. The video and audio programs will serve as a first-hand introduction to the German-speaking countries and will encourage students to use everyday language in a creative way. Text and audio-visual materials emphasize the mastery of speaking, writing and reading skills that are the foundation for further study. Three hours a week for explanation and demonstration, one hour a week in small sections plus daily viewing of assigned video segments in the laboratory.

First semester. Lecturer Herrmann and Staff.

2. Elementary German II. A continuation of German 1, with increased emphasis on reading of selected texts. Three class meetings per week plus one additional conversation hour in small sections, with individual work in the language laboratory.

Requisite: German 1 or equivalent. Second semester. Lecturer Herrmann and Staff.

5. Intermediate German. Systematic review of grammar, aural and speaking practice, discussion of video and television programs, and reading of selected texts in contemporary German. Stress will be on the acquisition and polishing of verbal, reading, writing, and comprehension skills in German. Three hours per week for explanation and structured discussion, plus one hour per week in small sections for additional practice with German Language Assistants.

Requisite: German 2, two years of secondary-school German or equivalent. First semester. Professor Brandes and Staff.

10f. Advanced Composition and Conversation. Practice in free composition and analytical writing in German. Exercises in pronunciation and idiomatic conversation. Supplementary work with audio and video materials. Oral reports on selected topics and reading of literary and topical texts. Conducted in German. Three hours per week, plus one additional hour in small sections and in the language laboratory.

Requisite: German 5 or equivalent, based on departmental placement decision. First semester. Lecturer Groschupf and Staff.

10. Advanced Composition and Conversation. Same description as German 10f.

Second semester. Professor Brandes and Staff.

12. Advanced Reading, Conversation, and Style. Reading, discussion, and close analysis of a wide range of cultural materials, including selections from *Die Zeit* and *Der Spiegel,* essays, and short works by modern authors and song writers (Böll, Brecht, Biermann, Udo Lindenberg, Bettina Wegner, etc.). Materials will be analyzed both for their linguistic features and as cultural documents. Textual analysis includes study of vocabulary, style, syntax, and selected points of grammar. Round-table discussions, oral reports and structured composition exercises. Students will also view unedited television programs and listen to recordings of political and scholarly speeches, cabaret, protest songs and to authors reading from their own works. Conducted in German. Three class hours per week, plus an additional hour in the language laboratory.

Requisite: German 10 or equivalent. Second semester. Professor White.

LITERATURE AND CULTURE

15. German Cultural History to 1800. An examination of cultural developments in the German tradition, from the Early Middle Ages to the rise of Prussia and the Napoleonic Period. We shall explore the interaction between socio-political factors in German-speaking Europe and works of "high art" produced in the successive eras, as well as Germany's centuries-long search for a cultural identity. Literature to be considered will include selections from Tacitus' *Germania,* the *Hildebrandslied,* a courtly epic and some medieval lyric poetry; the sixteenth-century *Faust* chapbook and other writings of the Reformation Period; Baroque prose, poetry, and music; works by Lessing and other figures of the German Enlightenment; *Sturm und Drang,* including early works by Goethe, Schiller, and their younger contemporaries. Slides, book illustrations, recordings, and videos will provide examples of artistic, architectural, and musical works representative of each of the main periods. Conducted in German.

Requisite: German 10 or equivalent. First semester. Professor White.

16f. German Cultural History from 1800 to the Present. A survey of literary and cultural developments in the German tradition from the Romantic Period to contemporary trends. Major themes will include the Romantic imagination and the rise of nationalism in the nineteenth century, the literary rebellion of the period prior to 1848, Poetic Realism and the Industrial Revolution, and various forms of aestheticism, activism, and myth. In the twentieth century we shall consider the culture of Vienna, the "Golden Twenties," the suppression of freedom in the Nazi state, issues of exile and inner emigration, and the diverse models of cultural reconstruction after 1945. Authors represented will include Friedrich Schlegel, Brentano, Heine, Büchner, Hegel, Marx, Nietzsche, Heinrich and Thomas Mann, Kafka, Brecht, Grass, Wolf, and Handke. Music by Schubert, Wagner, Mahler, and Henze; samples of art and architecture. Conducted in German.

Requisite: German 10 or equivalent. First semester. Omitted 1991-92.

25. German Romanticism. An examination of the changing aesthetic climate in Germany around 1800; the emergence of a new mode of imagination and artistic vision. Close study of selected Romantic poetry and prose against a background of related developments in philosophy, religion, and the arts. Texts by Wackenroder, Tieck, Novalis, Brentano, Eichendorff, Hölderlin, E.T.A. Hoffmann, and others. New concepts of irony, wit, myth, and symbol as formulated in the theories of the Schlegels. Romantic painting: Runge, Friedrich, and the Nazarenes. Romantic music and the *Lied:* Weber, Schubert, Schumann, and Mendelssohn. Conducted in German.

Requisite: German 15 or 16 or equivalent. First semester. Omitted 1991-92.

27s. The Age of Goethe. A study of what Heine called the "art period" of Classical German literature, from the late eighteenth century to the 1830s. We will focus primarily on the aesthetic achievements of Goethe, Schiller, and Hölderlin, considering "high art" in the intellectual and political context of Idealism and German Enlightened Absolutism, distinguishing it from early Romantic concepts as well as from German Jacobine activism as influenced by the French Revolution. Readings will include Goethe's *Egmont, Iphigenie, Römische Elegien,* and *Faust I;* Schiller's *Die Räuber, Maria Stuart* or *Wallenstein;* Hölderlin's *Hyperion* and several of his poems; essays and manifestos by Kant, Fichte, and Forster. In addition, there will be listening assignments in Mozart's *Die Zauberflöte* and selected *Lieder* of the period. Conducted in German.

Requisite: German 15 or 16 or equivalent. Second semester. Omitted 1991-92.

28f. Young Germany, Poetic Realism, and Naturalism: German Literature of the Nineteenth Century. A study of German literature in its cultural context from Post-Romanticism to the *Kaiserreich* era. We will discuss the activism of "Young Germany" before the 1848 Revolution and contrast it with the *Biedermeier* counter-movement, then consider the Restauration and the literature of Poetic Realism. Finally, the course will investigate the tensions between Realism and the aesthetic "revolution" of Naturalism. Emphasis on the influence of Hegel, Marx, and other philosophers. Literature by Heine, Büchner, Grillparzer, Droste-Hülshoff, Hebbel, Keller, Hauptmann, and Fontane. Occasional listening and viewing assignments. Conducted in German.

Requisite: German 15 or 16 or equivalent. First semester. Professor Brandes.

34. Postwar German Literature, East and West. An investigation of the major literary developments in German-speaking countries since 1945, viewed within the context of contemporary political and social history. Topics to be discussed, as reflected in the readings, include coming to terms with the Nazi past, problems of affluence, the division of Germany, the threat to civil rights posed by terrorism and the reactions to it and the peace movement. Readings will be chosen in various genres, including experimental texts, from works by authors such as Günter Grass, Heinrich Böll, Peter Handke, Martin Walser, Alexander Kluge and Gabriele Wohmann in the West, and Anna Seghers, Christa Wolf, Günter Kunert, Volker Braun, Ulrich Plenzdorf and Heiner Müller in the East. Conducted in German.

Requisite: German 15 or 16 or equivalent. Second semester. Omitted 1991-92.

38s. German Drama of the Twentieth Century. Studies in German drama of the period with emphasis on the Expressionists, Brecht, and post-World War II dramatists. Conducted in German.

Requisite: German 15 or 16 or equivalent. First semester. Professor White.

40. Advanced Seminar. A course designed for the intensive study of a topic in the German literary, cultural, and historical tradition, or of a single author. The seminar is intended for German majors and other students who have solid command of the language. The topic changes from year to year.

Requisite: German 15 or 16 or equivalent. Second semester. Omitted 1991-92.

COURSES OFFERED IN ENGLISH

42. Culture and Politics in the Weimar Republic. An exploration of literature, drama, music, and painting in Germany during the period 1918-1933, with emphasis on the interaction of art and politics. Readings, listenings, and viewings of works by such figures as Brecht, Thomas and Heinrich Mann, Tucholsky, Schönberg, Berg, Hindemith, Beckmann, Barlach, and Nolde. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Omitted 1991-92.

43. Germans and Jews: The Modern Literary Record. Using various historical documents as a foundation, the course will examine (in English translation) works of imaginative literature originally written in German (novels, stories, poems, plays) that take as their subject the interaction between Germans and Jews since the late nineteenth century. Particular attention to the Weimar Period (1918-33), persecution and emigration during the Nazi years, the Holocaust, post-World-War-II treatments of historical events, and today's lingering tensions between Germans and Jews. Works by such Jewish and non-Jewish authors as Jakob Wassermann, Karl Wolfskehl, Thomas Mann, Kurt Tucholsky, Anna Seghers, Bertolt

Brecht, Rolf Hochhuth, Günter Grass, Max Frisch, Paul Celan, Peter Weiss, Rainer Werner Fassbinder, and Christa Wolf. Conducted in English, with German majors required to do a substantial portion of the reading in German.

First semester. Professor White.

45s. New German Cinema: Fassbinder—Herzog—Kluge—Wenders. The course will provide an introduction to the work of four of the best-known representatives of the "New German Cinema." We will examine the stylistic variety of the various filmic vocabularies they developed, from hypnotic exoticism (Herzog), visual stylization (Fassbinder), associative montage (Kluge) to the meditative calm of Wenders. While the main emphasis will be on these four directors, their films will be supplemented by videos from a variety of other sources. The course will culminate in an analysis of Wim Wenders' masterpiece *Wings of Desire*.

Second semester. Omitted 1991-92.

46. The New Germany: Literature, Culture, and Politics. Will German unification be a success? Can the Germans finally come to terms with their past? How do they see their future role within Europe? The course will first review the history, culture, and society of the two post-war German states. It will then analyze the "Gentle Revolution" of 1989 and the current demands on political life and civil society in a period of transition. What are the economic, social, and cultural issues of integrating a former communist country into a Western-style democracy? How do writers and politicians respond to this challenge? We will study intra-German as well as international reactions to current developments, giving particular attention to the persistent "German question." Discussions are based on a variety of documents, short stories, articles, popular pamphlets, political speeches and personal testimonials, as well as video materials. Authors include politicians such as Kohl, Genscher, von Weizsäcker, Gorbachev, Bush, and Baker and the writers Thomas Mann, Günter Grass, Heiner Müller, Peter Schneider, Christa Wolf, and Christoph Hein. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Professor Brandes.

51. Vienna 1890-1914. Austrian culture experienced a notable cultural flowering at the turn of the century. Eminent figures from Vienna and the various regions of the multi-national Habsburg Empire contributed to this late cultural renaissance. In the context of the social and political background we shall study representative examples of their work, particularly in literature (Schnitzler, Hofmannsthal, Musil, Karl Kraus, and Rilke), music (Bruckner, Mahler, Richard Strauss, Schönberg, Berg, and Webern), and the visual arts (Klimt, Schiele, and Kokoschka). We shall also discuss the significance of such figures as Freud, Wittgenstein, Herzl, and Bertha von Suttner. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Not open to Freshmen. First semester. Omitted 1991-92.

52f. Kafka, Brecht, and Thomas Mann. Representative works by each of the three contemporary authors will be read both for their intrinsic artistic merit and as expressions of the cultural, social, and political concerns of their time. Among these are such important topics as the dehumanization of the individual by the state, man caught between conflicting ideologies, and literature as admonition, political statement, or escape. Readings will include short works and aphorisms by Kafka, "The Judgment," "The Metamorphosis," *The Trial* and *The Castle;* poems, short prose, and plays by Brecht, e.g., *Drums in the Night, The Three-Penny Opera,* and *Galileo;* fiction and essays by Mann, including "Tonio Kröger," "Death in Venice," *Buddenbrooks.* Conducted in English, with German majors required to do a substantial portion of the reading in German.

First semester. Omitted 1991-92. Professor Brandes.

56f. The Artist as Anti-Hero from Goethe to the Present. The course investigates the role of art and the artist in society through a study of Romantic, Realist, early Modernist and post-World War II literary portrayals: the artist as outsider, prophet, madman, criminal, visionary, traitor. Readings will include drama and fiction by Goethe, E.T.A. Hoffmann, Georg Büchner, Thomas Mann, Kafka, Paul Hindemith, Siegfried Lenz, Günter Grass, and Christa Wolf. Occasional listening assignments and movies. Conducted in English, with German majors required to do a substantial portion of the reading in German.

First semester. Omitted 1991-92.

77, 78. Senior Honors.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

HISTORY

Professors Bezucha‡, Campbell, Cheyette, Czap‡, Davis, Dennerline, Halsted, Hawkins, Levin, Moore, and Petropulos; Professor Emeritus Commager, Simpson Lecturer; Associate Professors Couvares and Servos (Chair); Assistant Professors Blight, Hunt, Redding†, Roldan*, and K. Sweeney‡.

The study of History offers perspective on our lives in the present by comparing and contrasting them with the experience of diverse peoples in the past. It allows us to comprehend the distinct otherness of past individuals and societies; it also permits us to recognize the continuities that connect the experience of different peoples over time.

History Department offerings introduce students to the study of historical change and to a variety of both traditional and innovative types and techniques of historical investigation.

*On leave 1991-92.

†On leave first semester 1991-92.

‡On leave second semester 1991-92.

The student majoring in History should develop both a knowledge of the past and skill in the historian's craft.

Major Program. The History major program is designed to foster the forms of understanding outlined above. All History majors are required to take at least eight courses. One of these must be History 1, taken preferably during Freshman or Sophomore year, and another must be History 99, the Junior seminar for all History majors. Students who plan to be away from Amherst during the second semester of the Junior year are encouraged to take History 99 in the Sophomore year, although the requirement may be completed in the Senior year. Honors majors will fulfill these requirements and, in addition, take at least two courses, normally History 77 and 78, toward the completion of their honors essays.

The Department requires two particular courses of all majors, History 1 and History 99, for the purposes of emphasizing essential dimensions of historical theory and practice and of enabling History majors to share a common intellectual experience. History 1, the Introduction to History, is designed to act out some of the ways by which a comparative historical consciousness, sensitive to the realities of change, continuity and variety in human affairs, can illuminate a significant theme or movement in history. History 99, the Junior seminar in History, is designed to provide an opportunity for students with considerable experience in historical study to reflect together on the relationship between historical theory and practice.

Based on our judgment that historical knowledge is knowing what is different and what is similar, the Department has devised the following requirements in order to ensure the geographical and chronological breadth in a History major program. In making their course selection, students are expected to take courses in at least three of the following seven areas: the United States; Medieval and Early Modern Europe; Modern Europe; the Middle East and Africa; Africa, the Caribbean, and Black America; Latin America and the Caribbean; and East Asia. Majors are also expected to elect at least one course primarily concerned with pre-nineteenth-century history.

Each major in the first semester of the Junior year will designate one of the listed areas as a field of primary interest or, with the approval of the advisor, will designate a field of a comparative or topical nature. Students are expected to take at least three courses in their designated field of concentration.

Comprehensive Evaluation. Students writing honors theses thereby fulfill the Department's comprehensive requirement. Other majors will be expected to have demonstrated before the middle of their last semester both general and special historical knowledge in two essays to be read by an evaluating committee of the Faculty.

Honors Program. Students who are candidates for honors will normally take two courses, History 77 and History 78, in addition to the eight courses required of all majors. With the approval of their Departmental advisor, honors candidates may also take either History 77 or History 78 as a double course. In special cases, and with the approval of the entire Department, a student may be permitted to devote more than three courses to his or her honors project.

Unless otherwise specified, all courses are open to Freshmen.

The History Department has renumbered its course offerings. You may find the following index helpful in locating courses related to specific geographical areas: Africa 81-86; Asia 62-71; Europe 2-27; the History of Science 87-90; Latin America and the Caribbean 50-61; the Middle East 72-76, 79-80; the United States 28-49; Comparative/Women's History/Special Topics 91-98; Senior Honors 77-78; and Junior Seminar 99.

1s. Introduction to History: The Witness and the Witnessed. How do we know what happened in the past, or in our own life? (The two are not distinct catagories, since all of our own lives up to the present moment are now past.) We know about the past in part through memory, in part through what others tell us, in part through the fragmentary remnants of the past that survive. How do we judge the truth of these witnesses? How can we be sure we understand what they mean? These are central questions to all places and all times. The course will explore them by looking at four case histories: the trial of King Charles I of England, the murder of woman Wang in seventeenth-century China, the Nat Turner revolt in early nineteenth-century Virginia, and the killing of Steve Biko in South Africa in the 1970s. Three class meetings per week.

Required of all History majors. Second semester. Professors Hunt, Petropulos, Redding, and Servos.

EUROPE

2f. Medieval and Early Modern Society. An introduction to some major themes of western European history from late antiquity through the seventeenth century. Lectures will cover such topics as demographic patterns, social classes, family life, moral ideals, political and economic organizations. Through a reading of works by P. Brown, H. Pirenne, G. Duby, R. W. Southern, J. Burckhardt, J. Huizinga, and F. Braudel we will also explore the ways in which Europeans have conceived of this thousand years of historical experience.

First semester. Professor Cheyette.

3. European Society in the Eleventh and Twelfth Centuries. This course will focus on two events—a war for power in Flanders in the 1120s and the Norman conquest of England in 1066—and through a discussion of primary documents explore the larger social, political, economic, and cultural environment in which those events took place. Readings will include chronicles, papal and royal letters, memoirs, *chansons-de-geste*, law books and court cases, and *Domesday Book*.

First semester. Professor Cheyette.

4. Culture and Society in the Italian Renaissance. Through an analysis of selected works by Michelangelo, Petrarch, Boccaccio, Dufay, Machiavelli,

and other writers, artists and composers, and reading and discussing contemporary autobiographies, letters, diaries, government records, etc., the course will consider, first, the expressive techniques of creative artists in the fourteenth, fifteenth, and sixteenth centuries, and second, the relationship of artists to patrons and the larger role of clientage and patronage in the society of Renaissance Italy. Special emphasis will be placed on Florence, Rome, and the Church. Offered alternately with History 5.
Second semester. Omitted 1991-92. Professor Cheyette.

5s. Government and Society in Western Europe, 1300-1600. How did the Old Regime come into being? This course will examine the four pillars of early-modern government—war, taxation, justice, and patronage—their institutional elaboration in courts, offices, orders, parliaments and Estates, and their ideological extensions in chivalry and courtesy, theories of estates and magistracies, right of resistance and constitutionalism, myths of kingship and divine right. These will be studied in the context of the Great Schism and Conciliar Movement in the Church, and the Hundred Years War. Offered alternately with History 4.
Second semester. Professor Cheyette.

7. The Reformation Era, 1500-1660. The ideas of the great reformers (Luther, Calvin, Loyola) will not be neglected in this course but the primary emphasis will be on the relationship between religious ideas and social, political, and cultural change. Among the topics discussed are the connection between Protestantism and the printing press, the role of doctrinal conflict in the evolution of urban institutions, and developments in early modern Jewish history. The role of religious ideas in sixteenth- and seventeenth-century mass movements (notably the Dutch Revolt and the English Revolution of 1640) are also surveyed. Readings include several classic interpretations of the Reformation but are more heavily weighted toward recent works in sixteenth- and seventeenth-century social history, urban history, women's history, and the history of popular culture. Two class meetings per week.
First semester. Omitted 1991-92. Professor Hunt.

8f. Popular Culture in Early Modern Europe. The course will explore the content of European non-elite ideas over the period approximately 1500 to 1800. Of special concern will be the role of the printing press in the first era of substantial non-elite literacy, the widening gap between "high" and "low" culture in the early modern period, the position of women, and the connection between "folk culture" and political activity. Readings will include recent works by Elizabeth Eisenstein, Carlo Ginzburg, and Natalie Davis, together with sixteenth-, seventeenth-, and eighteenth-century chap books, popular ballads, folk tales, magical spells and the like. Two class meetings per week.
First semester. Omitted 1991-92. Professor Hunt.

9s. The European Enlightenment. This course begins with the political, social, cultural and economic upheavals of late seventeenth-century England, France, and the Netherlands, that European *crise de conscience* out of which the Enlightenment emerged. The second part of the course will look at the Enlightenment as a distinctive philosophical movement, evaluating its relationship to science, to organized religion, to new conceptions of justice, and to the changing character of European politics. The final part will look at the Enlightenment as a broad-based cultural movement. Among the topics discussed here will be the role of Enlightenment ideas in the French Revolution, women and non-elites in the Enlightenment, and connections between the printing press, Enlightenment ideas and popular culture. The reading for the course will include works by Locke, Montesquieu, Voltaire, Adam Smith, Jean-Jacques Rousseau and Wollstonecraft. Two class meetings per week.

Second semester. Omitted 1991-92. Professor Hunt.

10f. The Era of the French Revolution. The history of Europe, particularly France, during the turbulent years of revolution and counterrevolution separating the ill-fated reign (1774-1792) of Louis XVI and the coronation of the Emperor Napoleon I in 1804. Special attention is given to the bicentennial commemoration of 1789. Lectures, discussion of selected readings, slides and videotapes, and essay assignments. Two class meetings per week.

Open to Freshmen with consent of the instructor. First semester. Professor Bezucha.

12. Modern Europe. An introduction to the history of Europe since the eighteenth century. Topics include: the old regime and the French Revolution; the Industrial Revolution; liberalism and nationalism in the development of modern nation states; imperial expansion; economic depression and totalitarianism in the era of the two world wars; the Cold War and the end of European colonialism. Lectures and discussions. Readings in major historical and biographical writings, and in representative works of social analysis and literature from the period. Two class meetings per week.

Second semester. Omitted 1991-92. Professor Halsted.

13s. Modern European Thought. A seminar dealing with major themes and movements in European intellectual history from the era of Romanticism to the mid-twentieth century, including such topics as Positivism and Darwinism, varieties of Marxism, Aestheticism, Irrationalism, and Existentialism. Readings in philosophy, history, literature and criticism, and social and political theory and analysis from works by Tocqueville, Marx, Nietzsche, Weber, Sartre and others. One class meeting per week.

Limited to 25 students. Second semester. Omitted 1991-92. Professor Halsted.

14. Victorians and Edwardians. The people and culture of nineteenth-century England will be studied through recent biographical and historical works and through a wide range of writings from the period itself, including autobiographies, social criticism, novels, and poetry. Two class meetings per week.

Limited to 25 students. Second semester. Professor Halsted.

16f. Seminar on European Cultural History Since 1750. A detailed examination of a selected topic on the cultural history of Europe since the mid-eighteenth century. The specific focus of the course changes each time it is offered. One class meeting per week.

Not open to Freshmen. First semester. Omitted 1991-92. Professor Bezucha.

17. Europe at the Zenith of World Power. The history of Europe between 1889 and 1919 will be examined with special attention given to the Great War (1914-1918), which George Kennan has described as "the seminal event of the Twentieth Century." Two class meetings per week.

First semester. Omitted 1991-92. Professor Bezucha.

18f. Europe's Loss of World Hegemony. The history of Europe between 1919 and 1948 will be examined with special attention given to the Second World War (1939-1945) and the subsequent partition of the continent. Two class meetings per week.

First semester. Omitted 1991-92. Professor Bezucha.

19s. Europe in the Cold War Era. The history of Europe between 1948 and 1989 will be examined with special attention given to a discussion of recent events in Western and Central Europe. Two class meetings per week.

Second semester. Omitted 1991-92. Professor Bezucha.

21. Eastern Europe: The Danubian Basin Since the Eighteenth Century. The course will focus on the region of Eastern Europe through which the Danube River flows, particularly the six present-day countries for which it plays a central role (Austria, Bulgaria, Czechoslovakia, Hungary, Rumania, and Yugoslavia), and on the period from the Ottoman Turkish siege of Vienna in 1683 to the present. The region will be treated as a major arena of clashing imperialisms and competing nationalisms and as a part of its larger European setting even while sustaining distinctive features of its own. Three class meetings per week.

First semester. Omitted 1991-92. Professor Petropulos.

24f. Russia: A History of Russia Until Approximately 1880. An examination of the roots of Russian culture in the Kievan and Muscovite periods; the development of social and political institutions in the Imperial period, including serfdom and bureaucratic absolutism. Three class meetings per week.

First semester. Professor Czap.

25s. Russia: A History of Late Imperial and Soviet Russia. Russia during the period of industrialization and constitutional monarchy; the revolutions of 1917; the reestablishment of social order and the development of Soviet society under the Communist Party into the 1930s. Emphasis throughout on the development and transformation of social and political structures. Three class meetings per week.

Second semester. Omitted 1991-92. Professor Czap.

26f. Topics in Russian History. The topic for this seminar will change from year to year. Knowledge of Russian history, literature, or language will be helpful but not required. Introductory core reading, individual research projects and reports. One seminar meeting per week.

Not open to Freshmen. Limited to 20 students. First semester. Omitted 1991-92. Professor Czap.

THE UNITED STATES

28f. Colonial North America. A survey of early American history from the late 1500s to the 1700s. The course begins by looking at Native American peoples and their initial contacts with European explorers and settlers. It examines comparatively the establishment of selected colonies and their settlement by diverse European peoples and enslaved Africans. The last half of the course focuses on the social, economic, political, and cultural conditions influencing the rise of the British colonies and their eventual rebellion in the 1770s. Three class meetings per week.

First semester. Omitted 1991-92. Professor Sweeney.

29s. The Era of the American Revolution. Selected topics focusing on the period from 1750 to 1790. The course begins by examining the origins and course of the American Revolution. The Revolution is studied as a political, social, military, and cultural event. The remainder of the course focuses selectively on the political, social, economic, and cultural legacy of the Revolution and on attempts by American men and women to grapple with its meaning and to shape a new nation during the late 1700s. Two class meetings per week.

Second semester. Omitted 1991-92. Professor Sweeney.

30. Early American Material Culture, 1600-1840. This course provides an introduction to the interpretation of material culture as documents of early American history. It will examine the creation and use of a variety of artifacts and landscapes dating from the earliest English settlements to the beginnings of the Industrial Revolution. Using resources at Historic Deerfield, Inc., the Mead Art Museum, visual evidence, and documentary sources, the course will explore the meaning of individual objects from several perspectives, utilizing approaches drawn from the disciplines of history, art history, archaeology, anthropology, and cultural geography. Two class meetings per week.

Second semester. Omitted 1991-92. Professor Sweeney.

32f. Seminar in American Intellectual History: The Bill of Rights. This seminar will explore the concept of rights in society, the incorporation of that concept into Constitutions and laws, and the role of the courts in explaining and preserving those rights. It will address the nature of freedom of speech, press, and religion; due process of law; the scope of equality, and of equal protection of the laws; the relation of the military to the civil authority; newly emerging problems of capital punishment, privacy, reverse discrimination, and the issue of judicial review in a democracy; and of possible constitutional reforms or adjustments to adapt an eighteenth-century Constitution to current and future problems. One two-hour seminar per week.

Open to Freshmen and Sophomores with consent of the instructor. Limited to 20 students. First semester. Omitted 1991-92. Professor Commager.

33. African-American History from the Slave Trade to Reconstruction. (Also Black Studies 31.) See Black Studies 31 for course description.

First semester. Omitted 1991-92. Professor Blight.

34. African-American History from Reconstruction to the Present. (Also Black Studies 32.) See Black Studies 32 for course description.

Second semester. Professor Blight.

35. The Civil War and Reconstruction Era. (Also Black Studies 39.) This course explores the causes, course, and consequences of the American Civil War, encompassing the period from the 1830s to 1877. Antebellum nationalism, sectionalism, expansionism, slavery, reform, and political culture will be examined as the backdrop for the secession crisis and the war that emancipated four million black people and tested the very nature and existence of a federal union in America. Major stress will also be placed on political and military leadership, the social and individual experience of total war, the role of blacks in the struggle for their own freedom, and the international implications of the Civil War. Reconstruction is examined through several major themes: race, equality, constitutionalism, violence, political parties, the nature of social revolution and change, and debates over the meaning and memory of the Civil War. Readings include historical narratives and monographs, primary documents, and fiction. Two class meetings per week.

First semester. Omitted 1991-92. Professor Blight.

36f. Seminar on "Race and Reunion: The Memory of the Civil War in American Culture." (Also Black Studies 61). This course will explore the meaning and memory of the Civil War and Reconstruction in American cultural history. Two broad, overlapping, and conflicting themes will be the focus of the seminar: one, the memory of slavery, emancipation, and the ideal of racial equality; and two, the memory of sectionalism, war, and reunion. Sub-themes will include the Lost Cause, the New South, veterans' organizations and the martial ideal, national reconciliation in politics, America's emergence as an imperial power, popular culture (including film), Jim Crow, racial violence, historiography of slavery and Reconstruction, black community and protest organizations, and debates over the nature of collective memory and cultural mythology. Readings will consist of history and fiction, and may include works by Stephen Crane, Ambrose Bierce, Frederick Douglass, John Esten Cooke, Sara Pryor, E.L. Godkin, Mark Twain, W.E.B. DuBois, William Faulkner, Allen Tate, Oliver Wendell Holmes, Jr., Robert Penn Warren, Margaret Mitchell, Margaret Walker, Toni Morrison, Albion Tourgee, and August Wilson. Historical works by Daniel Aaron, Paul Buck, Eric Foner and Gaines Foster will set the stage for a broad exploration of the contending cultural memories of the Civil War era.

Not open to Freshmen. Admission with consent of the instructor. Limited to 20 students. First semester. Professor Blight.

37s. American Intellectual History: Tocqueville's *Democracy in America*. The seminar will devote itself to an intensive study of Tocqueville's great classic on Democracy and Equality in America, with a view to exploring its significance for the America of today and of the future. It will concentrate on a series of major issues: The Tyranny of the Majority; Democracy and the Just Society; Centralization and Liberty; Social Equality and Economic Inequality; Democracy and Individualism; The Role of the Military in Modern Democracy. One two-hour seminar per week.

Open to Juniors and Seniors with consent of the instructor. Second semester. Omitted 1991-92. Professor Commager.

39s. American Diplomatic History I. A study of the domestic and the international determinants of America's role in world politics from the Revolution to America's emergence as a world power in the early twentieth century. Among the topics to be considered are ideology and foreign policy in the early Republic, the origins and evolution of the Monroe Doctrine, American expansion on this continent and across the Pacific, the American Civil War, America and late nineteenth-century imperialism, Theodore Roosevelt and world politics, and the diplomacy of Woodrow Wilson. Two class meetings per week.

Second semester. Omitted 1991-92. Professor Levin.

40. American Diplomatic History II. A study of the domestic and the international determinants of America's role in world politics from the First World War to the Eisenhower Administration. Among the topics to be considered are War, Revolution and Wilsonian diplomacy; Wilson's efforts to create a liberal world order at the Paris Peace Conference of 1919; the League of Nations controversy in American politics; the question of American isolationism in the 1920s; the response of New Deal diplomacy to the Depression, the rise of fascism and the breakdown of the Versailles world order; isolationism, internationalism and American entry into the Second World War; the origins of the Cold War; the creation of the containment doctrine and its globalization amid the domestic and the international pressures caused by the Chinese Revolution and the Korean War; and Eisenhower, Dulles and the Soviet-American strategic and diplomatic rivalry. Two class meetings per week.

Second semester. Professor Levin.

41s. American Diplomatic History III. A study of the domestic and the international determinants of America's role in world politics from the Kennedy Administration to the present. Among the topics to be considered are Vietnam, Latin America, nuclear diplomacy and great power interaction at the height of America's liberal globalism under Kennedy and Johnson; the response of Nixon and Kissinger to the Vietnam War, conflict in the Middle East and Africa, the Chinese-Soviet-American triangular relationship, the nuclear balance and changes in the world political economy; and the response to the lessons of Vietnam in the diplomacy of Ford, Carter, and Reagan. Three class meetings per week.

Second semester. Omitted 1991-92. Professor Levin.

42f. Nineteenth-Century America. A survey of American history from the early national period to the turn of the century, with an emphasis on social history. The course will trace the emergence of a modern society characterized by large-scale industry, big cities, organized democratic politics, mass culture and an imperial state. Topics will include changing ethnic, racial, gender, and class relations; the causes and consequences of the Civil War; and the rise and fall of Victorian culture. The format will include lectures and weekly discussions; readings will be drawn almost entirely from original sources. Three class meetings per week.

First semester. Professor Couvares.

43. Labor in America. The course considers both the development of trade unions in nineteenth- and twentieth-century America, and the cultural and social impact of industrialization as experienced in the workplace and the family.

First semester. Omitted 1991-92. Professor Couvares.

44. The Rise of Mass Culture. A survey of the history of modern commercial culture. The course considers the emergence of urban consumer markets and of specialized forms of production and distribution of "leisure goods" during the nineteenth century. The course will emphasize the last one hundred years in the United States and will examine the continuing debate over the meaning and "impact" of mass culture. Topics will include advertising, popular music, radio, and television. Special attention will be paid to motion pictures as a case study of modern cultural production. Two class meetings per week.

Limited to 40 students. Second semester. Professor Couvares.

45. Changing Cultures, Changing Lives: The Asian-American Experience. This history course will explore Asian immigrants in the United States, placing them in the framework of the far-reaching and turbulent social and political changes in an industrializing country: how their lives were altered in an alien society; the socioeconomic effects of racism; the different experiences of men and women depending on historical time and geographic origins; their sense of identity; the impacts of major events such as World War II and the Cold War, as well as post-industrialism today. Why are Asian-Americans considered the "model minority?" Are they imbued with a strong cultural work ethic? What does it mean to be "American" and yet be considered a stranger from a different shore? Reading for the course will include historical and anthropological studies as well as fictional material. Students will be expected to participate actively in class discussions. Two class meetings per week.

Limited to 35 students. First semester. Professor Sawada of Hampshire College.

46. Seminar in American Social and Intellectual History. An exploration of changing institutional forms, especially as they relate to the increasing specialization of knowledge. Although concentrating on the history of higher education, the course also treats disciplinary and professional associations as well as secondary schools. After readings in selected primary documents and recent scholarship, students will undertake major research papers based on archival investigation. Centered on the history of Amherst College, these papers will treat the development of academic departments, the elaboration of administration, or the student experience of the curriculum. Two class meetings per week.

Second semester. Professor Hawkins.

47s. Twentieth-Century America. The course broadly traces United States social, political, and intellectual history from 1900 to 1974, with emphasis on tensions between liberal ideology and trends toward centralization and collectivization. Among topics considered: Progressivism, Herbert Hoover's associationalism, New Deal and Fair Deal, the debates over relativism and pluralism, McCarthyism, the civil rights movement, Black Power, the counterculture, the New Left, the domestic experience of war, Watergate, and the energy crisis. Lectures, discussions, and film showings. Three class meetings per week.

Second semester. Omitted 1991-92. Professor Hawkins.

LATIN AMERICA AND THE CARIBBEAN

50f. Caribbean History. This course will see the Caribbean as an area of European expansionism, identifying systems such as the *encomienda*, the *Repartimiento* and the institutional complex of the plantation slave economy, its eventual abolition and the transition of the society from slavery through colonialism to independence. It will deal with post-emancipation labor dynamics, metropolitan control, race, color, class and caste in the society, the growth of trade unions and their interrelationships with political parties, the movement toward Federation, its failure, and the independence trend making for fragmentation. Attention will be paid to the new linkages being forged in the area. The approach at times will be island specific (French, Spanish, English, Danish, Dutch), or thematic. Two class meetings per week.

First semester. Professor Campbell.

51s. Topics on the Caribbean and Latin America. The topic changes from year to year. The topic for spring 1992 will be: "Belize and Her Neighbors." The course will deal with the settlement of Belize, an English territory, within Central America, a Spanish enclave; it will examine carefully questions of hegemony and "spheres of interest" and how they affected border disputes. Two class meetings per week.

Second semester. Professor Campbell.

52. Seminar on Peoples and Cultures of the Caribbean. The Caribbean is a multi-cultural area arising from its ethnic diversity, encompassing Europeans, Africans, Amer-Indians, Black Caribs, Asians and others. This course will combine popular culture, folklore, and social history by examining movements such as Rastafarianism, *vaudum, santeria, pocomania,* the *Shango* cult, as well as the social content of certain musical forms like the Reggae, the Calypso, the *Son*, the *Mambo*, the *Merengue* among others. Films, art objects, readings, discussions and guest lectures. One class meeting per week.

Open to Freshmen with consent of the instructor. Limited to 25 students. Second semester. Omitted 1991-92. Professor Campbell.

53s. Trade and Plunder in Latin America and the Caribbean. The course will deal with the Age of European mercantile expansionism in the region. Topics to be discussed will include the role of merchant capital in the organization of different forms of servile labor, and the rise and growth of certain cities (Cartagena, Vera Cruz, Porto Bello, Panama, Havana, Port Royal, etc.) and their interactions with the outside world and the hinterlands. Attention will also be given to the part these cities played in the eventual development of Creole societies in the region. Two class meetings per week.

Second semester. Omitted 1991-92. Professor Campbell.

56f. Colonial Society in Latin America, 1492-1825. Were the Spanish conquerors ruthless fortune hunters motivated by gold and glory, or fearless crusaders for God and king? Did the Portuguese wish to settle Brazil or merely exploit its vast commercial possibilities? How did the conquerors use language, religion, and military might to subordinate pre-Colombian culture to European ambitions? What kind of societies emerged in Latin America as a result of the brutal clash between the "Old" and "New" Worlds? The erosion of native communal labor systems and kinship structures, the introduction of plantations in the Caribbean and Brazil, and the establishment of African and Indian slavery will be among the issues we will explore. In addition, we will analyze how institutions such as the Church and the military were used to maintain social control and enforce royal authority. The nature and complexity of colonial race relations, and the recurrence of native insubordination and revolt against imperial authority will be topics of particular emphasis. Two class meetings per week.

First semester. Omitted 1991-92. Profesor Roldán.

57s. Introduction to Modern Latin America, 1880-1992. This course will examine the history of Latin America from social, economic and political perspectives. Latin America's participation in the world export economy, the rise of foreign investment and industrialization, and the consequent impact of these economic changes upon social relations and politics will form the central foci of the course. Course materials will include readings in history, anthropology and Latin American literature. Particular emphasis will be given to such issues as the consolidation of state power, shifting notions of communal, ethnic and national identity, the growth of popular political participation, and the changing roles of religion, kinship and class in defining individual and corporate behavior in twentieth-century

Latin America. The course will have a combination lecture/discussion format. Two class meetings per week.

Second semester. Professor to be named.

58f. Bandits, Deviants and Rebels: Social Conflict and Resistance in Latin America. This course will examine various forms of social protest and nonconformity in Latin America. Particular attention will be paid to such issues as the roles of religion, gender and ethnicity in defining and legitimizing protest, and how language, symbols and identity evolve and shift over time to create what might be called a "collective memory" of resistance. How are the categories of race and theories of cultural hierarchy used to define acceptable and "deviant" forms of organization and protest? What distinguishes social protest from criminality? Topics will change from year to year but may include: The Tupac Amaru and Communero Rebellions, outlaws and social banditry in nineteenth-century Mexico and Brazil, utopian communities and "millenarian" protest in the Brazilian backlands and "la violencia" in Colombia. One class meeting per week.

Admission with consent of the instructor. Limited to 25 students. First semester. Omitted 1991-92. Professor Roldán.

59s. Agrarian Society in Latin America. This course will examine the development and evolution of agrarian society in Latin America from the colonial period to the present. We will explore how the hacienda, the plantation, family-run farms and Indian communal production defined different cultural and economic relationships in various Latin American societies. Did land have a primarily symbolic or productive function? How did the structure of land tenure and the way the land was worked (slavery, free labor, debt peonage, sharecropping) affect regional development, social structure and political power in Latin America? The disamortization of Church lands, nineteenth-century attempts to promote the colonization of the frontier and public lands, the rise of export agriculture, the erosion of Indian communal exploitation, and the issue of Agrarian Reform in the twentieth century will be topics of special emphasis. Two class meetings per week.

Second semester. Omitted 1991-92. Professor Roldán.

ASIA

62f. Chinese Civilization in Historical Perspective. A study of the classical roots of Chinese statecraft, philosophy, religion and literature before the modern era in social and political context. Beginning with the *Shih Ching (Book of Songs),* we will use the classical texts of Confucianism, Taoism, and Buddhism, historical narrative, biography, poetry, the arts and popular traditions as windows into Chinese culture. Modern as well as traditional interpretations will help to establish the affinities and the frustrations that Chinese feel with respect to their classical roots in comparison with modern and Western ways. Three class meetings per week.

First semester. Professor Dennerline.

63s. Modern China. The course will focus on three themes that have occupied historians of China and tormented ordinary Chinese people for the past 150 years: political mobilization, the conflict of Western and Chinese cultures, and the dynamics of economic development and social control. We will explore these themes in major political events from the Opium War of 1840 to the revolution (1911-1949) and the pro-democracy movement of the 1980s, with equal attention to issues such as family structure, peasant economy, the New Culture and the identities of intellectual elites.

Second semester. Professor Dennerline.

64. Topics in Chinese Civilization. The topic changes from year to year. This year the topic is "Dominance and the Arts of Resistance," with the focus on the Late Imperial period (fourteenth to nineteenth centuries). Historians are divided over how social, cultural, and political patterns persisted in China after the fourteenth century under conditions of sus tained economic growth and periodic popular rebellion. Some stress the successful application of a philosophy of harmony and social equity espoused by the educated elite. Others stress the ruthless application of force and the complicity of a dependent scholar-official class. Recent interpretations suggest a dynamic pattern of interaction among a more complex array of groups and individuals engaged in dominance and the arts of resistance. We will explore the question and test the explanations by reading and discussing original texts, historical narratives, and comparative analyses. A term paper focusing on an issue peculiar to Late Imperial China or on an issue in comparative history is required. Two meetings per week.

Second semester. Professor Dennerline.

65. Topics in Modern Chinese History. This year's topic is "Tiananmen and the Roots of Democracy." The course will explore basic causes and conditions, tentatively labeled "infrapolitics," underlying the pro-democracy movement and the government crackdown in the spring of 1989. The discussion will range from analyses of public versus private spheres of action, to the roles of political and economic reform, intellectual activity, popular culture, and everyday forms of resistance (by workers, peasants, women, etc.) to China's modern authoritarian structures. Our goal will be to understand patterns in comparison with earlier Chinese movements for constitutional government, local autonomy, free expression, and social justice, as well as with pro-democracy struggles in other societies. A term paper toward this end is required, and some familiarity with modern Chinese history is highly recommended. Two class meetings per week.

First semester. Professor Dennerline.

67. Japanese History to 1600. An introduction to the distinctive ideas, society, polity, and culture of early Japan. Through lectures, readings and discussion, the course will explore critical problems of Japan's early history: Shinto mythology and the origins of Japanese civilization; the influence of T'ang China and Buddhism on the formation of the early imperial state in the seventh and eighth centuries; the Heian courtly tradition as reflected in the tenth-century literary works of women; the rise of a new warrior class (samurai) and their culture of Zen, tea, and the sword; civil war and unification under the Tokugawa Shogun in the sixteenth and seventeenth centuries; and the first encounter with the West. Two class meetings per week.

First semester. Professor Moore.

68. Japan Since 1600. The course examines Japan's emergence in the nineteenth century from more than 200 years of self-imposed isolation, the process of political and economic modernization, and the attempt to find a secure and significant place in the Western-dominated world of the twentieth century. Lectures, readings and discussions will focus on the formation of a modern state, industrialization, Western imperialism and the rise of Pan-Asianism, the great depression and the rise of military government in the 1930s, postwar Japan under U.S. military occupation, and problems of rapid economic growth in recent years. Two class meetings per week.

Second semester. Professor Moore.

69. Postwar Japan. The course will study the postwar transformation of Japan from a world military power to a "pacifist, mercantilist regime." We will examine the basic political, social, and economic changes imposed by the American military occupation, 1945-52; the origins of the Japan-U.S. alliance; the causes of Japan's economic "miracle" in the 1960s and 1970s; Japan's responses to growing pressure from its major trading partners in the 1980s; the challenges of being "Asia's new giant" without fully rearming; and major problems of post-industrial society. Two class meetings per week.

First semester. Professor Moore.

THE MIDDLE EAST

72f. The Middle East from 600 to 1300 A.D. An historical examination of Middle Eastern peoples and cultures from the rise of a new monotheistic religion (Islam) and a new ruling group (the Arabs) to the formation of a new civilization in which non-Muslims and non-Arabs also played a contributing role. Special attention will be given to the dynamism and diversity of Islam during this period and to the impact of Persians and Turks on the changing social order of the Middle East. Two class meetings per week.

First semester. Professor Petropulos.

73s. The Middle East from 1300 to the Present. This course extends from the formation of the Ottoman Turkish and the Safavid Persian states to the emergence of a multistate system in the twentieth century, with particular emphasis on Western penetration of the Middle East and indigenous responses to such penetration. The course will also focus on the twentieth-century quest for self-determination by Arabs, Jews, Persians, and Turks. Two class meetings per week.

Second semester. Professor Petropulos.

79. The History of Israel. This course will survey the history of Israel from the origins of Zionism in the late nineteenth century to the present. Three class meetings per week.

First semester. Professor Levin.

AFRICA

81s. Introduction to South African History. This course will explore major themes in the history of a troubled country. The ruling racial and ethnic oligarchy of South Africa makes this country unique in the postcolonial world. The economics of South African racism fuels a continuing international debate. The course will provide historical perspective on the current debate over apartheid by examining the archaeological and anthropological evidence regarding the indigenous cultures, the initiation and expansion of white settlement and African resistance, the effects of gold-mining and international capital, and African nationalism and cultural responses to apartheid. Two class meetings per week.

Second semester. Professor Redding.

82f. Topics in African History. The subject of this seminar will change from year to year.

Limited to 25 students. First semester. Omitted 1991-92. Professor Redding.

83. State and Society in Africa Before the European Conquest. Africa has been called by one historian the social laboratory of the human species: that continent has been the birthplace of the oldest and most various civilizations on the earth. Art, trade, small-scale manufacturing, medical knowledge, religion, history and legend all flourished before the formal political take-over of the continent by Europeans in the nineteenth century and continue to have a decisive impact on African societies today. It is the variety of social organization in Africa in the period before 1885 that this course will examine. We will discuss the establishment of the Coptic kingdom in Ethiopia, the development of state systems in black Islamic societies and in Southern Africa, and the workings of so-called stateless societies in West Africa and the Congo (Zaire) River basin. The readings will be primarily from studies written using oral traditions and histories, and there will be some discussion of the problems of studying African societies of the past which kept no written records. Two class meetings per week.

First semester. Professor Wilson of Smith College.

84f. Twentieth-Century Africa. This is a general history of Africa from the late nineteenth century to the present day. Africa is a continent of great variety—in social forms, in economic means and in historical background. Our approach will be topical rather than chronological. We will

study methodological problems; the integration of African societies into the world economy; the religious, social and ecological impact of imperialism; and the anticolonial struggles and post-colonial African states. The persistent antagonism between various forms of the state and the majority of African people will be emphasized. Two class meetings per week.
First semester. Omitted 1991-92. Professor Redding.

THE HISTORY OF SCIENCE

87s. Science and Society in Modern America. A survey of the social, political, and institutional development of science in America from the Civil War to the present. Emphasis will be on explaining how the United States moved from the periphery to the center of international scientific life. Topics will include: the professionalization of science; roles of scientists in industry, education, and government; ideologies of basic research; and the response of American scientists to the two world wars, the Depression, and the Cold War. Two class meetings per week.
Second semester. Omitted 1991-92. Professor Servos.

88f. Disease and Doctors: An Introduction to the History of Western Medicine. Disease has always been a part of human experience. It has touched every people in every time and place; it is something with which we have all had direct experience. Doctoring, if not the oldest profession, is certainly one of the oldest. This course treats the evolution of Western medicine from antiquity to the modern era by focusing on the influence of changing disease patterns upon medical theory, medical practice, and notions of the physician's social function. Two class meetings per week.
First semester. Professor Servos.

89s. Turning Points in the History of Science. An introduction to some major issues in the history of science from antiquity to the twentieth century. Topics will include the genesis and decay of a scientific tradition in Greco-Roman antiquity, the reconstitution of that tradition in medieval Europe, the revolution in scientific methods of the seventeenth century, the beginnings of the social sciences, and the emergence of science as a source of power, profit, and cultural authority during the past century. Two class meetings per week.
Second semester. Professor Servos.

COMPARATIVE HISTORY, WOMEN'S HISTORY, AND SPECIAL TOPICS

91. Comparative Slave Systems. This course is an introduction to the history of slavery from the ancient period to modern New World plantation slavery, focusing on major topics such as demographic patterns, political and economic organizations and philosophical, religious and moral attitudes to slavery in different societies throughout the centuries. It is intended to give a wide perspective of slavery, showing that slavery as a system of labor existed in practically all known societies but identifying certain significant differences found in the New World plantation systems. One class meeting per week.

First semester. Professor Campbell.

92f. European and American Women in Comparative Perspective. The course examines the period 1500 to the present. Among the topics discussed are women and witchcraft, women and politics in the age of democratic revolution, women and slavery, sexuality and reproduction in the nineteenth and twentieth centuries, the role of women in working class movements and the civil rights movement, and the origins of the women's movement in the 1960s and '70s. Special attention will be paid to the role of race, class, and national heritage. Students will read novels and primary sources such as diaries and political tracts in addition to secondary works in women's history. Two class meetings per week.

First semester. Professor Hunt.

93s. Topics in the History of Sex, Gender, and the Family. In 1991-92 the course will deal with the history of homosexuality in the West. Topics will include: male homosexuality in Classical Antiquity, the rise of homosexual subcultures in Renaissance and Early Modern Europe, homosexuality and the international sex reform and psychoanalytic movements, the roots of lesbian and gay activism, and gender, race and class within contemporary lesbian and gay liberation movements. Readings will include diaries and autobiographies, medical and religious treatises and letters and political manifestoes, along with theoretical and historical writing by John Boswell, Alan Bray, Carroll Smith-Rosenberg, John d'Emilio, Estelle Friedman, George Chauncey and others. One class meeting per week.

Admission with consent of the instructor. Limited to 15 students. Second semester. Professor Hunt.

96f. Resistance Movements During and After World War II. A comparative study of total war, social revolution, and international politics with particular attention to the impact of organized resistance and its diversity of outcome on the contemporary world. The selection of movements for special focus will vary from year to year. The topic for fall 1991 will be: Resistance movements in Southern Europe during World War II (Italy, Yugoslavia, Albania, and Greece). Two class meetings per week.

First semester. Professor Petropulos.

77, D77, 78, D78. Senior Honors. Culminating in one or more pieces of historical writing which may be submitted to the Department for a degree with Honors. Normally to be taken as a single course but, with permission of the Department, as a double course as well.

Open to Juniors and Seniors. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. Independent Reading. Full or half course.

First and second semesters.

99s. Junior Seminar for History Majors. An introduction to the craft of historical analysis and writing, emphasizing the development of research skills and historical methods. Each participant will be asked to show familiarity with bibliographical research tools and reference works, to compare and critique the writings of historians on her or his chosen research topic, and to demonstrate an ability to locate and use appropriate primary sources. Each participant will write an extended term paper in consultation with the seminar director and the appropriate faculty member of the department. The general topic for the seminar in 1991-92 will be "Politics and Religion." One class meeting per week.

Enrollment limited to Junior History majors, for whom it is required. Second semester. Professors Cheyette and Moore.

RELATED COURSES

American Indian Histories and Cultures. See American Studies 11.
First semester. The Department.

The Crisis of the State in Africa. See Anthropology 42f.
Limited to 20 students. First semester. Omitted 1991-92. Professors Goheen and Redding.

African Systems of Belief and Knowledge in Historical Perspective. See Anthropology 46.
Requisite: A prior course pertaining to Africa or consent of the instructors. Limited to 20 students. Second semester. Omitted 1991-92. Professors Goheen and Redding.

Greek History. See Classics 32f.
First semester. Omitted 1991-92. Professor Sinos.

History of Rome. See Classics 33.
First semester. Professor Montague.

The Economic History of the United States. See Economics 28.
Requisite: Economics 11. Second semester. Omitted 1991-92. Professor Daniel Barbezat.

The History of Economic Ideas. See Economics 29.
Requisite: Economics 11. First semester. Omitted 1991-92. Professor Daniel Barbezat.

Religion in the Atlantic World, 1450-1808. See Religion 32f.
First semester. Omitted 1991-92. Professor Wills.

American Religious History I. See Religion 33.
First semester. Professor Wills.

American Religious History II. See Religion 34.
Second semester. Professor Wills.

Church History—The Early Years. See Religion 45.
First semester. Professor Doran.

KENAN COLLOQUIUM

13. Critical Theory: Post-Modern Identity—Fear and the Subject. (Also French 34f.) This course proposes to analyze the forms of identity that emerged in Western culture during the twentieth century. We will pay special attention to a series of social and historical phenomena (war, epidemics, the Holocaust) that led to what could be termed a "culture of fear." The question of anguish and suspicion has been at the center of philosophical reflection on the modern subject. We will read Freud on paranoia, Foucault on surveillance, Ronell and Primo Levi on the Holocaust. We will also consider works of fiction and films by Delillo, Hitchcock, Coppola and Resnais.

First semester. Professors Dumm and Huet.

LATIN AMERICAN STUDIES

Amherst students interested in Latin American Studies have the following two options: (1) they can, in conjunction with an advisor and with the approval of the College Committee on Special Programs, design their own Latin American Studies major, taking advantage of the varied Five-College offerings in the field; (2) they can participate in the Five College Latin American and Caribbean Studies Certificate Program. This is not a major program and is viewed as supplementary to work done by the major.

Information about the Certificate can be found on page 317, and the Certificate advisor for 1991-92 is Professor James Maraniss of the Romance Languages Department. Students interested in a Latin American Studies major are advised of the following faculty at the College who are available for counselling in Latin American Studies: Professors Cobham-Sander and Sander of the English and Black Studies Departments, Professor Campbell of the History Department, Professor Rubin of the Political Science Department, and Professors Benítez-Rojo and Maraniss of the Romance Languages Department.

Individual courses related to the Latin American area which are offered at the College include: English 60, 63, and 82; History 50, 51, 52, 53, 56, 57, 58, and 59; Political Science 24, 36, 37, 62, and 68; Romance Languages (Spanish) 17, 22, 24, 32, 36, 39, 40, 41, and 45; and Women's and Gender Studies 12.

LAW, JURISPRUDENCE AND SOCIAL THOUGHT

Professors Kearns‡ and Sarat (Chair), Visiting Assistant Professors Douglas, Gilbert, and Saker.

The Program in Law, Jurisprudence and Social Thought places the study of law within the context of a liberal arts education. The Program offers a series of related courses that focus on law as a historically evolving and culturally specific enterprise in which moral argument, interpretive practices, and force are brought to bear on the organization of social life. These courses use legal materials to explore conventions of reading, argument and proof; problems of justice and injustice; tensions between authority and community; and contests over social meanings and practices.

The program offers no major. While some courses are cross-listed with regular departments of the College and count toward the requirements for their majors, such arrangements are at the discretion of the departments in question.

18f. The Social Organization of Law. (Also Political Science 18f.) Law in the United States is everywhere, ordering the most minute details of daily life while at the same time making life and death judgments. Our law is many things at once—majestic and ordinary, monstrous and merciful, concerned with morality, yet often righteously indifferent to moral argument. Powerful and important in social life, the law remains elusive and mysterious. This power and mystery is reflected in, and made possible by, a complex bureaucratic apparatus which translates words into deeds and rhetorical gestures into social practices.

This course will examine that apparatus. It will describe how the problems and possibilities of social organization shape law as well as how the social organization of law responds to persons of different classes, races and genders. We will attend to the peculiar ways the American legal system deals with the human suffering—with examples ranging from the legal treatment of persons living in poverty to the treatment of victims of sexual assault. How is law organized to cope with their pain? How are the actions of persons who inflict injuries on others defined in legal terms? Here we will examine cases on self-defense and capital punishment. Throughout, attention will be given to the practices of police, prosecutors, judges, and those who administer law's complex bureaucratic apparatus.

First semester. Professor Sarat.

22. Rights and Wrongs. This course will examine the way ideas of rightful and wrongful conduct are constructed in contemporary American legal texts and the way legal thought has confronted the paradoxes and possibilities of modern social life. It will do so through a comparison of the law of torts—private actions for personal injury—and the law of crimes—prosecutions for violations of public order. Although concerned with similar issues, these two areas of law appear to define duties, assess responsibility and impose liability in different ways. Moreover, these two legal domains are often seen as conforming to distinct conceptions of the relationship between law and society—one holding that law should be responsive to considerations of private utility and the interests of autonomous individuals, the other viewing law as a mechanism for attaining public order and virtue. In examining torts and crimes we will confront the way law's interpretive constructs and categorical framework are imposed on social life. We will read court decisions and theoretical essays on the justification for punishing attempted but unsuccessful harms, including attempted suicide, and the conflict between private rights and public benefits in cases on environmental pollution and injuries resulting from dangerous, but socially useful, products.

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‡On leave second semester 1991-92.

Second semester. Omitted 1991-92. Professors Saker and Sarat.

23. Legal Institutions and Democratic Practice. This course will examine the relationship between legal institutions and democratic practice. How do judicial decisions balance the preferences of the majority and the rights of minorities? Is it possible to reconcile the role that partisan dialogue and commitment play in a democracy with an interest in the neutral administration of law? How does the provisional nature of legislative choice square with the finality of judicial mandate? By focusing on the United States Supreme Court, we will consider various attempts to justify that institution's power to offer final decisions and binding interpretations of the Constitution that upset majoritarian preferences. We will examine the origins and historical development of the practice of judicial review and consider judicial responses to such critical issues as slavery, the New Deal, the internment of Japanese-Americans at the end of World War II, and abortion. The evolving contours of Supreme Court doctrine will be analyzed in the light of a continuing effort to articulate a compelling justification for the practice of judicial intervention in the normal operation of a constitutional democracy.

First semester. Professor Douglas.

24. Property, Liberty and Law. Ownership of private property furnishes an essential basis of legal personhood in modern society. According to some political and legal theorists, property helps to ensure, even as it defines the bounds of, individual liberty. In contrast, critics contend that individuals surrender their liberty and other aspects of their humanity when they link their civic status to property and ownership. For these critics, property serves as a weapon of social control, excludes certain persons from the privileges that inhere in ownership, and, as a result, reinforces economic inequality. This course will consider both assessments of property in the context of a larger scrutiny of the role of law in configuring ownership and freedom. In tracing the evolution of property in the American legal system, the course will draw upon materials from political theory, law, economics, and history to ask: What is property?

What is the legal definition of ownership? How are property rights structured in the American legal system? What things can be subsumed within the regime of property? What things cannot? Here we will consider the difference between possession and entitlement as well as different forms of property—private, public, and common; intellectual and tangible. In all of this we will probe continuing contradictions in the relationships among property, liberty, and law.

Second semester. Professors Hughes and Saker.

25. Law, the Market, and the State. Legal doctrine and legal institutions have played a central role in American economic life since colonial times. Legal rules have set the boundaries of individual exchange, guided the behavior of firms, and shaped the institution known as the market. In this course we will examine the ways in which law/market interactions have promoted national development and fostered legal change. We will look at the roles played by the Constitution, regulatory arrangements, and private law in defining economic freedom and public policy. We are interested in discovering not only how law has facilitated individual enterprise but also the ways in which the alleged incoherence of legal doctrine has impeded people and firms in achieving their goals. Throughout the course, we will try to identify the legal and constitutional rationales that have been articulated in American history to support different conceptualizations of the law/market relationship.

First semester. Professor Saker.

26. The Image of Law in Social and Political Thought. Law haunts the imagination of social and political thinkers. For some, law is a crucial tool for the radical reconstruction of society, an essential component of any utopian project. For others, law is by its very nature conservative, ever wedded to the status quo, a cumbersome and confusing apparatus made necessary by a world of imperfection. This course will attempt to make sense of the diverse and contradictory images of law which inform the work of social and political theorists. We will examine how images of law both lie at the center of, and are constituted by, concepts of personhood, community, legitimacy, and power. Readings include works by Plato, Augustine, Blackstone, Marx, Freud, and such contemporary thinkers as Judith Shklar and Roberto Unger.

Second semester. Omitted 1991-92. Professors Douglas and Kearns.

27. Justice and Injustice in Law and Legal Theory. Justice, according to John Rawls, is the first virtue of all social institutions. But some legal theorists contend that law is specially implicated in the business of justice, that the achievement of just social, political and economic structures, by means of just procedures, is the defining task of law. This course is about justice and law and about the forms justice takes in law. How are the demands of justice promoted, modified or compromised by legal institutions?

We will study the contested meanings of justice and injustice in literature and philosophy, but our focus will be on justice in its legal form. We will ask whether various ideals of legality (e.g., impartiality, objectivity, and neutrality) promote *in*justice by making law unresponsive to the complexities of human action and the needs of persons. How does a commitment to impersonal rules shape the boundaries between legal harms and mere misfortunes, and determine whether judges and other legal officials recognize and remedy injustice? Does the attempt to make law just and to provide effective legal responses to injustice distract us from addressing myriad other needs, pains, and grievances that lie beyond law's reach? Readings will be drawn from both classical and contemporary authors, for example, Aristotle, Dickens, Hart, MacKinnon, Nozick, Rawls, and Walzer.

First semester. Omitted 1991-92. Professor Kearns.

28. Law and Social Relations: Persons, Identities and Groups. How has law shaped the lives of individuals in American history? In this course we will look at the status of persons in public and private law from the colonial period to the present. We will give particular attention to the problems of racial and ethnic minorities, women, children, immigrants, and native peoples. We will examine how constitutions, statutes and judges draw distinctions among persons and/or classes of persons, and for what purposes. How has the nature and role of law in society been influenced by racism, sexism, ethnic hostility, intolerance towards newcomers and foreigners, and other forms of prejudice? Ultimately we will define contemporary conceptions of discrimination and individual rights and attempt to understand how those conceptions have both relied on and reflected particular, time-bound ideas of law and personhood.

Second semester. Professor Saker.

30. The Rhetoric of Law: Proof and Persuasion in the Legal Process. This is a course about law as discourse, proof, and persuasion. We will study the unusual ways legal narratives are constructed and examine the rhetoric of law as it reveals what is regarded as important in the legal process. We will compare commonsense, mathematical, scientific and philosophical conventions of speech, knowing and proof to the methods of law. Specific attention will be paid to the rhetoric of the trial, to the rules of evidence that govern its production, and to the truthfulness and reliability of the stories that emerge in adversarial proceedings. These stories will be considered in light of their re-reading and re-negotiation by appellate judges and others within the hierarchy of law. This consideration will lead us to inquire about the relationship between the rhetoric of law and other rhetorical/narrative modes. How do all narratives, by patrolling desire, disciplining discourse and policing the range of expression, perform functions which can be identified as legal? Finally, we will consider how judges and lawyers respond to alternative narrative strategies—strategies which subvert the controlled discourse of law, open up new narrative worlds, or insist that law attend to the social world kept at a distance by its own rhetorical conventions.

Materials will include case studies of systems of proof and persuasion in several cultural contexts and historial periods, trial records, as well as material drawn from philosophy, literature, literary theory, and the sociology of law.

Second semester. Professors Douglas and Sarat.

32. Law and Legal Processes in Global Perspective. This course examines how so called "non-Western" societies have defined and organized law in both a sociological and cultural sense. Among the questions that will be taken up are: What is law in stateless and sub-state societies as well as in newly emergent state systems? What mechanisms articulate and manage disputes, and what role does law play in this process? How is the nexus between law, politics, custom, and morality understood in and through non-Western cultures, historic traditions and languages? Are Western theories of law just arbitrary or conventional "folk concepts" or are they useful analytic tools for the study of social control and law, morality and force, individual and society? Through an examination of sociological, historical, anthropological and legal texts from various societies and cultures in Africa and South Asia we will put into question our own understandings of law and our own legal institutions.

Second semester. Professor Gilbert.

36. Accusation and Confession. For an individual suspected of wrongdoing, the power of law is revealed most acutely at the moment of accusation. The accused finds himself wrenched from his everyday life, pitted against the mobilized resources of the state, his innocence called into question. At the same moment that accusations are made, complex procedures designed to protect the accused from the naked force of the state are set into motion. This course will examine the legal process of accusation, the human experience of being accused, and the unusual and often perplexing means by which judgments about guilt and innocence are made in the American legal system. What is the meaning of a presumption of innocence when the very act of accusation exposes the individual to a withering implication of guilt? How do we interpret the accused's right to silence when the very idea of being accused seems to demand a response? How can we best understand the claims of innocence or the confessions that individuals offer in the face of accusation? How does the legal concept of "guilt" comport with the same notion as presented in works of literature and philosophy?

Second semester. Professor Douglas.

39s. Re-Imagining Law: Feminist Interpretations. (Also Political Science 39s.) See Political Science 39s for course description.

Second semester. Professor Bumiller.

41. Interpretation in Law and Literature. Interpretation lies at the center of much legal and literary activity. Both law and literature are in the business of making sense of texts—statutes, constitutions, poems or stories. Both disciplines confront similar questions regarding the nature of interpretive practice: Should interpretation always be directed to recovering the intent of the author? If we abandon intentionalism as a theory of textual meaning, how do we judge the "excellence" of our interpretations?

How can the critic or judge continue to claim to read in a manner deemed "authorative" in the face of interpretive plurality? In the last few years, a remarkable dialogue has burgeoned between law and literature as both disciplines have grappled with life in a world in which "there are no facts, only interpretations." This seminar will examine contemporary theories of interpretation as they inform legal and literary understandings. Readings will include works of literature (Hemingway, Kafka, Woolf) and court cases, as well as contributions by theorists of interpretation such as Spinoza, Dilthey, Freud, Geertz, Kermode, Dworkin, and Sontag.

Limited to 25 students. First semester. Professor Douglas.

43. Law's History. This course takes the claim that law is universal, timeless and above the politics of everyday life as a point of departure for an examination of the representation of history and the interpretation of historical change in law. We will examine basic questions about the relationship between law and history: How do judges and legal theorists use historical materials to construct particular versions of reality? What stories do judicial opinions tell about social change? How do we use law to recapture the past? Do the texts of law encourage and enrich memory, or invite and promote forgetfulness? In confronting these questions we will identify the ways law appears contingent and changeable even as it is portrayed as invariant and immutable.

First semester. Professor Saker.

44. Post-Colonial Realities and Constitutional Fictions: Constructing Nation and Community Through Law. What is the role of law in the articulation of a post-colonial national identity? Do "indigenous" legal systems reproduce colonial patterns or contribute to the production of new social forms? How does the construction of new nations in and through law constitute, repress, or transform communities found in ethnic groups, castes, races, "tribes" and religious sects? This course will examine the central role of colonial and post-colonial laws, legal institutions and constitutions in organizing nation and community, and in expressing and resolving tensions between national and communal identities. Here we will consider the reciprocal relationship between the state's construction of law and the ability of persons, as individuals and as members of particular communities, to address the state through law. Case studies will include Native Americans in the United States and Canada; the Eta of Japan; Untouchables, linguistic and religious minorities in South Asia (India, Nepal, Sri Lanka, Pakistan) and linguistic and ethnic minorities in Africa and Eastern Europe.

Second semester. Professor Gilbert.

RELATED COURSES

Justice, the Good, and the State: The Classical Tradition in Political Philosophy. See Philosophy 25.

First semester. Omitted 1991-92. Professor Gentzler.

Ethical Theory. See Philosophy 34.
Requisite: One course in Philosophy or consent of the instructor. Not open to Freshmen. Limited to 30 students. Second semester. Professor Feldman of the University of Massachusetts.

Political Obligations. See Political Science 23s.
Second semester. Omitted 1991-92. Professor Arkes.

Political Theory from Hobbes to Nietzsche. See Political Science 28f.
First semester. Omitted 1991-92. Professor Villa.

Authority and Sexuality. See Political Science 32.
Second semester. Professor Sarat.

International Legal Theory. See Political Science 38.
Requisite: An introductory course in world politics and one of the following: Political Science 34, 35, 41, or 42. Second semester. Professor Machala.

The American Constitution I: The Structure of Rights. See Political Science 41.
First semester. Omitted 1991-92. Professor Arkes.

The American Constitution II: Federalism, Privacy, and the "Equal Protection of the Laws." See Political Science 42.
Second semester. Omitted 1991-92. Professor Arkes.

Political Theory from Plato to Machiavelli. See Political Science 49s.
Second semester. Omitted 1991-92. Professor Villa.

Seminar in Constitutional Law. See Political Science 58.
Requisites: Political Science 41, and/or any of the following—Political Science 20, 22, 50. Limited enrollment. Admission with consent of the instructor. Second semester. Omitted 1991-92. Professor Arkes.

Punishment and Political Order. See Political Science 60.
Second semester. Professor Dumm.

Taking Marx Seriously. See Political Science 61.
Limited enrollment; preference to those who have had some degree of exposure to Marx in previous courses. First semester. Professor Machala.

Seminar in American Intellectual History: The Bill of Rights. See History 32f.
Open to Freshmen and Sophomores with consent of the instructor. Limited to 20 students. Omitted 1991-92. First semester. Professor Commager.

American Intellectual History: Tocqueville's *Democracy in America*. See History 37s.
Open to Juniors and Seniors with consent of the instructor. Limited to 20 students. Omitted 1991-92. Second semester. Professor Commager.

Nineteenth-Century America. See History 42f.
First semester. Professor Couvares.

Twentieth-Century America. See History 47s.
Second semester. Omitted 1991-92. Professor Hawkins.

Sociology of Conflict and Conflict Resolution. See Sociology 39.
Requisite: Sociology 11 or 15; or Anthropology 11, 12 or 23; or consent of the instructor. First semester. Professor Dizard.

Law and Economics. See Economics 20.
Second semester. Omitted 1991-92. Professor Hughes.

LINGUISTICS

Courses in linguistics and related fields are offered occasionally through the Departments of Anthropology and Sociology, Asian Languages and Civilizations, English, Mathematics and Computer Science, and Psychology. The University of Massachusetts offers a wide variety of classes on both the undergraduate and graduate levels in linguistic theory, phonology, syntax, and semantics; Hampshire College and Smith College offer courses as well in language acquisition and cognitive science. Students interested in creating an interdisciplinary major in linguistics are advised to consult Professor Andrew Parker, Department of English, Amherst College.

Language: Its Structure and Use. See Asian Languages and Civilizations 34.
Limited to 25 students. Second semester. Omitted 1991-92. Professor Tawa.

Compiler Design. See Computer Science 37.
First semester. Professor L. McGeoch.

"The Linguistic Turn": Language, Literature and Philosophy. See English 95s.
Second semester. Professor Parker.

Mathematical Logic. See Mathematics 34.
Second semester. Professor Velleman.

The Psychology of Language. See Psychology 46.
Requisite: Psychology 11. Limited to 20 students. Second semester. Professor Duffy.

MATHEMATICS AND COMPUTER SCIENCE

Professors Armacost, Bailey, Cox† (Chair, second semester), Denton, and Starr (Chair, first semester); Associate Professor Velleman; Assistant Professors Call*, C. McGeoch, L. McGeoch, and Rager*; Visiting Assistant Professors Brisson and Rogers.

The Department offers the major in Mathematics and the major in Computer Science as well as courses meeting a wide variety of interests in these fields. Non-majors who seek introductory courses are advised to consider Mathematics 5, 10, 11, and Computer Science 9 and 11, none of which requires a background beyond high school mathematics.

Mathematics

Major Program. The minimum requirements for the Mathematics major are Mathematics 11, 12, 13, 22, 25, 26, and at least three other courses in Mathematics numbered 10 or higher. Students who have received credit for Mathematics 15, 16, 20, 31, 34, 37, 38, 39 or 40 before July 1989 may count these toward the major in Mathematics. Unless crosslisted under Mathematics, courses in Computer Science taken after July 1989 do not count toward the major in Mathematics. In addition, a major must complete two courses outside Mathematics which demonstrate significant applications of mathematics. These may be chosen from Physics 16 or 32, Physics 17 or 33, Economics 46, or other courses approved in writing by the Chair of the Department.

Students with a strong background in Mathematics may be excused from taking certain courses such as introductory calculus courses. It is recommended that such students take the Advanced Placement Examination in Mathematics.

A student considering a major in Mathematics should consult with a member of the Department as soon as possible, preferably during the Freshman year. This will facilitate the arrangement of a program best suited to the student's ability and interests.

For a student considering graduate study, the Honors program is strongly recommended. Such a student is advised to take the Graduate Record Examination early in the Senior year. It is also desirable to have a reading knowledge of two foreign languages, usually French, German, or Russian.

All students majoring in Mathematics are expected to attend the departmental colloquium during their Junior and Senior years.

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*On leave 1991-92.

†On leave first semester 1991-92.

Comprehensive Examination. A comprehensive examination for *rite* majors will be given near the beginning of the spring semester of the Senior year. (Those who will complete their studies in the fall semester may elect instead to take the comprehensive examination at the beginning of that semester.) The examination covers Mathematics 11, 12, 13, 25, and a choice of Mathematics 22 or 26. A document describing the comprehensive examination can be obtained from the Department Secretary.

Honors Program. Students are admitted to the Honors program on the basis of a qualifying examination given at the beginning of the spring semester of their Junior year. (Those for whom the second semester of the Junior year occurs in the fall may elect instead to take the qualifying examination at the beginning of that semester.) The examination is similar to the comprehensive examination described above. Before the end of the Junior year, an individual thesis topic will be selected by the Honors candidate in conference with a member of the Department. After intensive study of this topic, the candidate will write a report in the form of a thesis which should be original in its presentation of material, if not in content. In addition, the candidate will report to the departmental colloquium on her or his thesis work during the Senior year. Honors candidates are also required to complete Mathematics 31 and either Mathematics 42 or 44.

5. Calculus with Algebra. Mathematics 5 and 6 are designed for students whose background and algebraic skills are inadequate for the fast pace of Mathematics 11. In addition to covering the usual material of beginning calculus; these courses will have an extensive review of algebra and trigonometry. There will be a special emphasis on solving word problems.

Mathematics 5 starts with a quick review of algebraic manipulations, inequalities, absolute values and straight lines. Then the basic ideas of calculus—limits, derivatives, and integrals—are introduced, but only in the context of polynomial and rational functions. As various applications are studied, the algebraic techniques involved will be reviewed in more detail. When covering related rates and maximum-minimum problems, time will be spent learning how to approach, analyze and solve word problems. Four class hours per week. Note: While Mathematics 5 and 6 are sufficient for any course with a Mathematics 11 requisite, Mathematics 5 alone is not.

First semester. Professor Rogers.

6. Calculus with Elementary Functions. Mathematics 6 is a continuation of Mathematics 5. Trigonometric, logarithmic and exponential functions will be studied from the point of view of both algebra and calculus. The applications encountered in Mathematics 5 will reappear in problems involving these new functions. The basic ideas and theorems of calculus will be reviewed in detail, with more attention being paid to rigor. Finally, first order separable differential equations will be studied. Four class hours per week.

Second semester. Professor Rogers.

8. Elementary Data Analysis with Statistics and Computing. A non-calculus approach to the collection and study of data. A combination of elementary statistical methods, common sense, and the computer will be used to encourage a critical attitude toward conclusions based on data. Introduction to the basic methods of statistics; to a computer-implemented statistical analysis package (such as Minitab); and to the computer itself. Although the computer will be used, there will be no need for or study of programming itself. This course is especially intended for students who expect to major in the humanities or the social sciences. Three hours of class and two hours of laboratory per week.

Requisite: Knowledge of high school algebra. No prior college-level mathematics courses are required and no prior experience with computers is needed. This course may not be counted toward a major in mathematics. Mathematics 17 and Economics 15 may not be taken for credit if this course is taken. Second semester. Omitted 1991-92.

10. Discrete Mathematics. This course is an introduction to some topics in mathematics that do not require the calculus. Emphasis is placed on topics that have applications in computer science, including elementary set theory and logic with emphasis on mathematical induction; basic counting principles; relations and equivalence relations; graph theory and algorithms related to graphs; simple algebraic systems. Additional topics may vary from year to year. This course not only serves as an introduction to mathematical thought but it is also recommended background for advanced courses in computer science. Four class hours per week.

Second semester. Professor to be named.

11. Introduction to the Calculus. Basic concepts of limits, derivatives, anti-derivatives; applications, including Newton's method; the definite integral, simple applications; circular functions; logarithms and exponential functions. Four class hours per week. (Note: Students with a weak background in high school mathematics have often experienced difficulty with Mathematics 11; for this reason, such students are advised to enroll in Mathematics 11s, in the spring. The longer semester for Mathematics 11s permits a more thorough treatment of the same material as in Mathematics 11.)

First semester. The Department.

11s. Introduction to the Calculus. Same description as Mathematics 11.
Second semester. The Department.

12. Intermediate Calculus. A continuation of Mathematics 11. Inverse trigonometric and hyperbolic functions; methods of integration, both exact and approximate; applications of integration to volume and arc length; improper integrals; l'Hôpital's rule; infinite series, power series and the Taylor development; and polar coordinates. Four class hours per week.

Requisite: A grade of C or better in Mathematics 11 or consent of the Department. Second semester. The Department.

12f. Intermediate Calculus. Same description as Mathematics 12.
First semester. The Department.

13. Multivariable Calculus. Elementary vector calculus; introduction to partial derivatives; multiple integrals in two and three dimensions; line integrals in the plane; Green's theorem; the Taylor development and extrema of functions of several variables; implicit function theorems; Jacobians. Four class hours per week.

Requisite: A grade of C or better in Mathematics 12 or the consent of the instructor. First semester. Professors Armacost and Bailey.

13s. Multivariable Calculus. Same description as Mathematics 13.

Second semester. Professor Denton.

14. Introduction to Probability. This course explores the nature of probability and its use in modeling real world phenomena. By restricting attention to finite and countable contexts, it becomes possible to study a broad class of models with minimal appeal to the machinery of calculus. The course begins with the development of an intuitive feel for probabilistic thinking, based on the simple yet subtle idea of counting. It then evolves toward the rigorous study of discrete and continuous probability spaces, random variables, and distribution functions. Examples will be used as a guide throughout the course, and a variety of applications from such areas as games of chance, information theory, game theory, decision theory and operations research will be included. In studying these applications, particular attention will be paid to the associated probability models. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12 or consent of the instructor. Second semester. Professor Starr.

17. Introduction to Statistics. Elementary probability, including statements of the law of large numbers and the central limit theorem; distribution functions of frequent occurrence in statistics, such as the Normal, Poisson, Chi square and Student's t, and their use in hypothesis testing and estimation; roles of the law of large numbers and the central limit theorem in hypothesis testing and estimation (including errors of Type I and Type II); a brief introduction to analysis of variance and non-parametric methods. Four class hours per week.

Requisite: Mathematics 11 or the equivalent. Except with special permission of the departments concerned, this course and Economics 15 may not both be taken for credit. First semester. Professor Denton.

20. Differential Equations. The solution, application and theory of differential equations. After a study of elementary methods of solution, systems of differential equations, and the existence, uniqueness and stability of solutions, attention will be given to topics among the following: numerical methods, partial differential equations, and eigenfunction expansions. Four class hours per week.

Requisite: Mathematics 13. Second semester. Professor to be named.

22. Advanced Calculus. Completeness of the real numbers; topology of n-space including the Bolzano-Weierstrass and Heine-Borel theorems; sequences, properties of functions continuous on sets; infinite series, uniform convergence; surface integrals; divergence theorem; Stokes' theorem. The course may also study the Gamma function, Stirling's formula, or Fourier series. Four class hours per week.

Requisite: Mathematics 13. Second semester. Professor Armacost.

23s. Topics in Geometry. With a unique stroke of pure genius, Euclid incorporated into his development of geometry the "parallel postulate." For two millennia many of the best minds all over the world believed this postulate to be a flaw. Although it took two thousand years for Euclid to be vindicated, vindicated he was by the discovery of non-euclidean geometry, which probably better describes currently observable phenomena.

We shall reconstruct Euclid's reasoning in developing his geometry, illuminating his thought processes by applying modern mathematical ideas and concepts. We postpone as long as possible commitment either to the parallel postulate (euclidean) or to its negation (non-euclidean) and we then pursue both trails. The only requisite is a little mathematical sophistication and curiosity about "What if . . . ?" Three class hours per week. Offered in alternate years.

Requisite: Mathematics 12 or consent of the instructor. Second semester. Professor to be named.

24. Theory of Numbers. An introduction to the theory of rational integers; divisibility, the unique factorization theorem; congruences, quadratic residues. Selections from the following topics: cryptology; Diophantine equations; asymptotic prime number estimates; continued fractions; algebraic integers. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12. Second semester. Omitted 1991-92.

25. Linear Algebra. The study of vector spaces over the real and complex numbers, introducing the concepts of subspace, linear independence and basis; systems of linear equations; linear transformations and their representation by matrices; determinants; eigenvalues and eigenvectors. The course may also cover inner product spaces, dual spaces, the Cayley-Hamilton Theorem, and an introduction to canonical forms. Four class hours per week.

Requisite: Mathematics 12. First semester. Professor Velleman.

26. Groups, Rings and Fields. A brief consideration of properties of sets, mappings, and the system of integers, followed by an introduction to the theory of groups and rings including the principal theorems on homomorphisms and the related quotient structures; integral domains, fields, polynomial rings. Four class hours per week.

Requisite: Mathematics 25. Second semester. Professor Cox.

31. Functions of a Complex Variable. An introduction to analytic functions; complex numbers, derivatives, conformal mappings, integrals. Cauchy's theorem; power series, singularities, Laurent series, analytic continuation; Riemann surfaces; special functions. Four class hours per week.

Requisite: Mathematics 13. First semester. Professor Starr.

34. Mathematical Logic. An introduction to the mathematical study of deductive reasoning, focusing on the strengths and limitations of the use of deduction in mathematics. Topics will include the propositional and predicate calculi, deduction and validity, Gödel's completeness and compactness theorems, incompleteness and undecidability. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 10, 22 or 25, or consent of the instructor. Second semester. Professor Velleman.

35. Topics in Algebra. The study of fields, leading up to the fundamental theorems of Galois theory. Criterion for the solvability of equations by radicals. Then a study of linear transformations of a finite dimensional vector space, including canonical forms and spectral theorems. The remainder of the course will vary in content from year to year. Possible topics include: fields of characteristic $p > 0$; classical theorems of Frobenius and Wedderburn; structure theorems for semi-simple rings; homological algebra; commutative algebra; rings of integers in algebraic number fields; group representations; lattices and Boolean algebras. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 26. First semester. Professor Rogers.

38. Theoretical Foundations of Computer Science. This course covers basic mathematical concepts that are essential in computer science, and then uses them to teach the theory of formal languages and machine models of languages. The notion of computability will be introduced in order to discuss undecidable problems. The topics covered include: sets, maps, relations, elements of graph theory, regular, context-free and context-sensitive languages, finite state automata, Turing machines, computable and non-computable functions and the halting problem. Four class hours per week. Offered in alternate years.

Requisite: Computer Science 11 and Mathematics 10 or consent of the instructor. Second semester. Professor L. McGeoch.

42. Functions of a Real Variable. An introduction to Lebesgue measure and integration; topology of the real numbers, inner and outer measures and measurable sets; the approximation of continuous and measurable functions; the Lebesgue integral and associated convergence theorems; the Fundamental Theorem of Calculus. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 22. Second semester. Professor Bailey.

44. Topology. An introduction to general topology; the topology of Euclidean, metric and abstract spaces, with emphasis on such notions as continuous mappings, compactness, connectedness, completeness, separable spaces, separation axioms, and metrizable spaces. Additional topics may be selected to illustrate applications of topology in analysis or to introduce the student briefly to algebraic topology. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 22. Second semester. Omitted 1991-92.

77, 78. Senior Honors.
Open to Seniors with the consent of the Department. First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.
First and second semesters. The Department.

RELATED COURSE

Philosophy of Mathematics. See Colloquium 50.
Requisite: Philosophy 13 or Mathematics 34 or consent of the instructors. Second semester. Omitted 1991-92.

Computer Science

Major Program. The minimum requirements for the Computer Science major are Computer Science 11, 14, 21, and 31, and two additional Computer Science courses numbered above 21. In addition, a major must complete Mathematics 10, 11, 12, and one Mathematics course numbered 14 or higher. In meeting these requirements for the major in Computer Science, a course crosslisted under both Computer Science and Mathematics may not be counted as both a Computer Science course and a Mathematics course.

Students who matriculated before 1989 may graduate with a degree in Computer Science by fulfilling either the requirements listed above or those for the Computer Science option within the Mathematics major as described in the 1988-89 Catalog. Those who major in both Computer Science and in Mathematics may *not* achieve the latter by meeting the requirements for the option in Computer Science as described in the 1988-89 Catalog.

Students with a strong background in programming or in computer science may be excused from taking certain introductory courses. It is recommended that such students take the Advanced Placement Examination in Computer Science and consult with a member of the Department in the Freshman year. Majors in Computer Science should complete Computer Science 11, 14 and 21 as well as Mathematics 10, 11, and 12 before the Junior year.

Participation in the Honors program is strongly recommended for students considering graduate study in computer science. Such students should consult with a member of the Department in the Junior year to plan advanced coursework and to discuss fellowship opportunities. Most graduate programs in computer science require that the applicant take the Graduate Record Examination early in the Senior year.

All students majoring in Computer Science are expected to attend the departmental colloquium during their Junior and Senior years.

Comprehensive Examination. A comprehensive examination for *rite* majors will be given near the beginning of the spring semester of the

Senior year. (Those who will complete their studies in the fall semester may elect instead to take the comprehensive examination at the beginning of that semester.) The examination covers Computer Science 11, 14, 21, and 31. The comprehensive examination for those who elect to satisfy the requirements of the 1988-89 Catalog shall cover the topics described in that Catalog. A document describing the comprehensive examination can be obtained from the Department Secretary.

Honors Program. Students are admitted to the Honors program on the basis of a qualifying examination given at the beginning of the second semester of their Junior year. (Those for whom the second semester of the Junior year occurs in the fall may elect instead to take the qualifying examination at the beginning of that semester.) Before the end of the Junior year, a thesis topic or project will be selected by the Honors candidate in conference with a member of the Department. The candidate will write a report in the form of a thesis, and will describe her or his thesis work in the departmental colloquium.

9s. Computing and Computers. An introduction to computers for students who have little or no computer experience and who do not plan to take other computer science courses. The course will cover a number of aspects of modern computing, including how computers are structured (hardware, software and firmware); what computers can and cannot do (Turing machines, computability, NP-completeness, undecidability and artificial intelligence); what computers should and should not do (ethics, improper uses of equipment and information); how the world accesses computers (networking and telecommunications, the functioning and vulnerability of networks); and how computer programs are designed (database systems, hypertext, elementary programming). The course has a laboratory to introduce students to the use of computers. The students will use application and demonstration software. Four class meetings each week, including one one-hour laboratory. Offered in alternate years.

Limited to 32 students. This class would not ordinarily be taken by students who have previously taken Computer Science 11. Second semester. Omitted 1991-92.

11. Introduction to Computer Science. This course introduces ideas and techniques that are fundamental to computer science. A selection of introductory topics will be presented, including: the historical development of computers, comparison and evaluation of programming languages, algorithmic methods, structured design techniques, and artificial intelligence. Students will gain a working knowledge of a programming language, and will use the language to solve a variety of problems illustrating ideas in computer science. A laboratory section will meet once a week to give students practice with programming constructs. Three class hours and one one-hour laboratory per week.

No previous experience with computers is required. First semester. Professor C. McGeoch.

11s. Introduction to Computer Science. Same description as Computer Science 11.

Second semester. Professor L. McGeoch.

14. Introduction to Computer Systems. This course will provide an introduction to computer systems, stressing how computers work. Beginning with Boolean logic and the design of combinational and sequential circuits, the course will discuss the design of computer hardware components, microprocessing and the interpretation of machine instructions, and assembly languages and machine architecture. The course will include a brief introduction to operating systems and network communication. A laboratory section will allow students to design and build digital circuits and to develop assembly language programs. Three class hours and one one-hour laboratory per week.

Requisite: Computer Science 11 or some programming experience. Second semester. Professor Brisson.

21. Data Structures. A fundamental problem in computer science is that of organizing data so that it can be used effectively. This course introduces basic data structures and their applications. Major themes are the importance of abstraction in program design and the separation of specification and implementation. Program correctness and algorithm complexity are also considered. Data structures for lists, stacks, queues, trees, sets and graphs are discussed. This course will provide advanced programming experience. Four class hours per week.

Requisite: Computer Science 11. First semester. Professor Brisson.

21s. Data Structures. Same description as Computer Science 21.

Requisite: Computer Science 11. Second semester. Professor C. McGeoch.

24. Artificial Intelligence. An introduction to the ideas and techniques that allow computers to perform intelligently. The course will cover both methods to solve "general" problems (e.g., heuristic search and theorem provers) and "expert systems" which solve specific problems (e.g., medical diagnosis). Laboratory work will include introductions to LISP and/or PROLOG and to special AI tools. Other topics will be chosen to reflect the interest of the class and may include: communicating in English, game playing, planning, vision and speech recognition, computers modeled on neurons, learning, modeling of human cognitive processes and the possibility and implications of the existence of non-human intelligence. Three class hours per week. Offered in alternate years.

Requisite: Computer Science 11. Second semester. Omitted 1991-92.

31. Algorithms. This course addresses the design and analysis of computer algorithms. Although theoretical analysis is emphasized, implementation and evaluation techniques are also covered. Topics include: set algorithms such as sorting and searching, graph traversal and connectivity algorithms, string algorithms, numerical algorithms, and matrix algorithms. Algorithm design paradigms will be emphasized throughout the course. The course will end with a discussion of the theory of NP-Completeness and its implications. Four class hours per week.

Requisites: Computer Science 21, and Mathematics 10 or consent of the instructor. First semester. Professor Brisson.

32. Computer Graphics. Computer graphics is concerned with producing pictures using computational machinery, ranging from page layout to sophisticated animation. It gives a means for visualizing large sets of data generated by scientific experiments, medical studies, and simulations; it provides a powerful tool for design and engineering; and it is a vital addition to entertainment and the arts. In this course, basic techniques for producing images of three-dimensional scenes will be studied. After learning the fundamentals of graphics hardware and managing two-dimensional images, we will consider the following topics: Methods for producing and representing three-dimensional objects; the transformations and projections required to position objects relative to one another and to project them into the image plane; algorithms for hidden-line and hidden-surface removal; and further topics such as surface modeling, lighting, texture, and ray-tracing. The course will involve reading and programming assignments, and will develop the necessary linear algebra as required. Three class hours per week.

Requisites: Computer Science 21. Second semester. Omitted 1991-92.

37. Compiler Design. An introduction to the principles of the design of compilers, which are translators that convert programs from a source language to a target language. Some compilers take programs written in a general-purpose programming language, such as Pascal, and produce equivalent assembly language programs. Other compilers handle specialized languages. For instance, text processors translate input text into low-level printing commands. This course examines techniques and principles that can be applied to the design of any compiler. Formal language theory (concerning regular sets and context-free grammars) is applied to solve the practical problem of analyzing source programs.

Topics include: lexical analysis, syntactic analysis (parsing), semantic analysis, translation, symbol tables, run-time environments, code generation, optimization, and error handling. Each student will design and implement a compiler for a small language. Four class hours per week. Offered in alternate years.

Requisites: Computer Science 14 and 21. First semester. Professor L. McGeoch.

38. Theoretical Foundations of Computer Science. This course covers basic mathematical concepts that are essential in computer science, and then uses them to teach the theory of formal languages and machine models of languages. The notion of computability will be introduced in order to discuss undecidable problems. The topics covered include: sets, maps, relations, elements of graph theory, regular, context-free and context-sensitive languages, finite state automata, Turing machines, computable and non-computable functions and the halting problem. Four class hours per week. Offered in alternate years.

Requisites: Computer Science 11 and Mathematics 10 or consent of the instructor. Second semester. Professor L. McGeoch.

39. Principles of Operating System Design. An introduction to the design and implementation of operating systems. The problem of managing computer resources is complex, and there are significant system design issues concerning process management, input/output control, memory management, and file systems. This course examines these issues and the principles that are the basis of modern operating systems. Topics include: interprocess communication, process scheduling, deadlock avoidance, device drivers, virtual memory, and security. Four class hours per week. Offered in alternate years.

Requisites: Computer Science 14 and 21. First semester. Omitted 1991-92.

40. Seminar in Computer Science. The seminar topic changes from year to year. Students will read and discuss papers concerning an advanced topic in computer science. In spring 1992 the topic will be: Experimental Methods in Computer Science. In all areas of computer science, computational experiments and statistical analyses have been used to support claims of superior software systems, computer architectures, and algorithms. But are these claims reliable? Experiments can be inconclusive, misleading, or wrongly-interpreted. The course will explore the hazards and difficulties of obtaining precise, unambiguous, and generalizable experimental data when studying algorithms and when simulating large software and hardware systems. After some preliminary lectures, students in the course will read and critically review papers concerning experimental studies in computer science; in the second half of the course students will perform small experimental studies and report on their results and the difficulties encountered. Two class meetings per week.

Requisite: Computer Science 21. Second semester. Professor C. McGeoch.

77, 78. Senior Honors. Open to Seniors with the consent of the Department. First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course. First and second semesters. The Department.

MELLON SEMINAR

6f. The AIDS/HIV Epidemic. The medical condition known to the English-speaking world as AIDS (Acquired Immune Deficiency Syndrome) was first identified in 1981. We have learned subsequently that it is caused by a virus called HIV (the Human Immunodeficiency Virus) for which there is no known cure. The World Health Organization estimates that more than five million men, women, and children are already infected with HIV, and that the epidemic will continue to spread throughout the 1990s. According to Stephen Jay Gould, AIDS is "both a natural phenomenon and, potentially, the greatest natural tragedy in human history." The members of the seminar will devote the semester to thinking liberally about the implications of that statement. Our enquiry will be in four parts.

First, we will learn the current status of biological and medical knowledge about HIV/AIDS, as well as the range of options available for prevention and patient care worldwide. Second, we will study the interaction between AIDS activism, politics, and public policy, particularly in the United States. Third, we will reconstruct a history of the first decade of the HIV/AIDS epidemic and compare it with the history of other epidemics since the medieval Black Death. Finally, we will look at literary, theatrical, cinematic, photographic, and artistic responses to the epidemic, concentrating on representations of and by persons with AIDS.

Not open to Freshmen. Admission with consent of the instructor. Limited to 15 students. First semester. Professor Bezucha.

MUSIC

Professors Reck† and Spratlan (Chair, second semester); Valentine Professors Friedmann and Sollberger; Associate Professor Kallick‡ (Chair, first semester); Assistant Professor Parkany; Lecturer Jaffe.

The Department offers the major in Music with an option of concentration in music theory, music history, composition, ethnomusicology, or performance. Non-majors without a knowledge of music notation who seek introductory courses are advised to consider Music 11, 23, 24, 25, and 26; non-majors with a knowledge of music notation should consider Music 12, 19, 23, 24, 25, 26, 28, 45, and 69.

Major Program. It is the intention of the Music Department that those completing the major have a thorough grounding in the traditional scholarly aspects of the discipline: music theory, analysis, and music history. It is also highly recommended that majors be alert to other modes of experiencing and thinking about music, for example, through the study of composition, music outside the classical Western tradition, and, where possible, performance.

A command of music theory is essential, for it provides a necessary understanding of the materials and structure of Western music. Similarly, the study of music history investigates the nature of tradition and style and provides a sense of social, intellectual, and artistic context. Courses in the above areas represent the required core of the music major program. Among electives, music composition acquaints the student with the decisions, emotional involvement, and projection of musical self entailed in the creative process; world music introduces the student to a wealth of great folk and classical traditions whose materials and aesthetic may be different from our own; and performance—for those with adequate training and experience—is culminative and is concerned with the emotionally charged transformation of idea into sound.

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†On leave first semester 1991-92.
‡On leave second semester 1991-92.

Eight semester courses in music—six required, two elective—are needed to complete the *rite* major (except in the case of those students concentrating in performance, who must complete the equivalent of nine courses, including at least four half-courses in instrumental or vocal instruction: cf. *Performance Guidelines* below). The following courses are required: Music 31, 32, 33, 34; and Music 21 and 22.

(In special cases a student may request exemption by examination from a required course. This request should be taken up with one's advisor.)

A student who chooses to concentrate in music theory, music history, composition, ethnomusicology, or performance will ordinarily elect a number of courses in a field of concentration beyond those required.

The Department of Music urges all prospective majors to see the Chair early on so that a satisfactory sequence of courses may be arranged. We urge, as well, that students acquaint themselves with the wide variety of music courses available through Five-College Interchange. (For example, courses in African-American music are offered at the University of Massachusetts and Hampshire College; in electronic music at the University of Massachusetts, Hampshire College, and Smith College.)

Above all, the Department is committed to helping the student put together a program that is most suited to his or her interests and aspirations. Thus, regular contact with one's advisor is essential.

Comprehensive Examination. The comprehensive examination consists of an oral presentation demonstrating analytical and historical skills. This examination will be administered in the Senior year.

Honors Program. In the Senior year a student may elect to do Honors work. This may result in a critical, historical, theoretical, or ethnomusicological thesis; a major composition project; or a full recital. The thesis course, Music 77-78, should be elected in the Senior year. A student interested in Honors work should consult with his or her advisor during the Junior year.

Any student intending to do an Honors project in any area of music must submit a proposal to the Music Department for approval *before* enrolling in the Senior Honors courses. College grade-point average in and of itself is not enough.

INTRODUCTION TO MUSIC

11. Introduction to Music. An introduction to Western music as a product of cultural factors from the Middle Ages through the present. The course introduces the theoretical language of music: topics discussed include intervals, scales, keys, melody, rhythm, harmony, texture, and form. Historical and cultural issues include the relationship of musical innovations to social and political context, changing attitudes toward musical expression, and the relative status of vocal and instrumental music. Prior knowledge of music notation is not required. Three class meetings and one ear-training section per week.

First semester. Professor Parkany.

12. Exploring Music. Through listening and the analysis of a selection of classical and popular masterworks spanning from J. S. Bach to the Beatles, we will build a solid working understanding of the thought processes and techniques which underlie the creation of melody, harmony, rhythm, texture, orchestration, form and ultimately, musical style. Creative assignments will include writing four-part chorale harmonizations and brief exercises solving specific musical problems. We will use our instruments and voices to bring musical examples to life in the classroom. A lab session will provide ear- and musicianship-training. Three class meetings per week.

Requisite: Ability to read music, some experience in singing or playing an instrument, or Music 11. Second semester. Professor Reck.

STUDIES IN MUSIC HISTORY

19. Seminar on the Romantic Period: The Music of Franz Schubert—Sensuality and Classicism. This course will probe into the character and structure of Schubert's music. A broad selection of songs, chamber music, piano music, and symphonic works will be studied with the goal of illuminating the unique expressive world of this composer. The interaction of Schubert's music with that of Mozart, Beethoven, and Rossini will be investigated as will Schubert's relation to poetic texts of Goethe, Heine, Müller, and others. Study of scores will be combined with readings in the analytic and historical literature. Where possible, repertoire will include pieces to be heard in live performance. Two class meetings per week.

Requisite: Music 11, 12, or consent of the instructor. First semester. Professor Friedmann.

20. Seminar in Music History. The topic changes from year to year.

Requisite: Music 11, 12, or consent of the instructor. Second semester. Omitted 1991-92.

21. Challenges to Musical Traditions. This course will examine the ways in which musical style has changed through the radical and unexpected innovations of individuals. Changes will be studied in their relationship to developments in Western musical culture and society. Musical examples, drawn from the twelfth through the twentieth centuries, will be studied in the context of contemporary accounts of critical reception as well as through an analysis of stylistic features of individual works. The evidence gathered from this two-fold investigation will be set in relief against standard biographies and music histories so as to assess the underlying assumptions of music historiography as it has been traditionally practiced. Two class meetings per week.

Requisite: Music 11, 12, or consent of the instructor. First semester. Professor Kallick.

22. Culminations of Musical Traditions. This course is intended to complement Music 21, but it can be taken separately. Through means of reading and listening outlined for Music 21, it focuses on a body of outstanding works, ranging from the medieval period to the present, which refines and renews ongoing traditions and brings them to their highest development. Two class meetings per week.

Requisite: Music 11, 12, or consent of the instructor. Second semester. Professor Parkany.

MUSIC IN WORLD CULTURE

23. Music of the Whole Earth. A survey and exploration of the richness and variety of ways of looking at, organizing, and making sound into what is called music in different parts of the world. The course covers tribal, folk, and classical music systems of Oceania/Polynesia, the Far East, Asia, Europe, the Middle East, Africa, and the Americas. There will be comparative studies of world concepts of melody, harmony, polyphony, timbre, form, ensembles, and the techniques and styles of playing and making instruments. Two class meetings per week.

First semester. Omitted 1991-92. Professor Reck.

24. Seminar in World Music: Music of East Asia. An interdisciplinary seminar in the music and culture of China, Japan, Korea, South Asia, and Indonesia. Readings in anthropology, art, religion, poetry, and history will place musical expression within its context as one apple on the human cultural tree. Performance workshops will include study of Javanese *gamelan* ensemble and performance of music from Chinese and Japanese traditions. Two class meetings per week.

Second semester. Professor Reck.

25. Improvisation and India's Raga System. An exploration of the improvisation techniques of India's classical music through a study of a variety of ragas (musical/expressive modes). Emphasis will be on performance (vocal and/or on Western or Indian instruments) and the accumulation of knowledge in the traditional guru-student methods of South India. Methods of utilizing Indian music in Western improvising genres (jazz, rock, new age, classical) will also be explored. Two class meetings per week.

First semester. Omitted 1991-92. Professor Reck.

26. Creativity in Music from a World Perspective. An exploration of the diverse materials of the world's musics—scales, modes, structural concepts, forms, instruments, and ensembles—and their use in creating compositions and improvisations. Studies will include African and Caribbean rhythm, the melodic systems of the Islamic world and India, the Indonesian *gamelan* orchestra, and traditional musical genres of China and Japan. Class performance, guest lectures, and film/video will be part of the course. Some musical background useful but not necessary. Two class meetings per week.

Second semester. Omitted 1991-92.

28. Topics in Popular Musical Culture: The Beatles and Their Age. An interdisciplinary study of the music of the 1960s focusing upon developments in the music and lyrics—and collective biography—of the Beatles, but also including the roots of early rock (Chuck Berry, Elvis Presley), the folk revival (Pete Seeger, Bob Dylan), West Coast groups (Jefferson Airplane, the Beachboys, the Grateful Dead), the British invasion (the Rolling Stones and others), and the innovations in the classical music avant garde. Emphasis upon music as a reflection of and response to the social, artistic, and political upheavals of the time, particularly in relation to the counterculture and the myth of the aquarian age culminating in Woodstock. Two class meetings per week.

Requisite: Music 11 or 12, some knowledge of music notation, or consent of the instructor. Limited to 20 students. Second semester. Omitted 1991-92. Professor Reck.

PERFORMANCE

29, H29, 30, H30. Performance. The general guidelines regulating performance instruction under either plan outlined below are as follows. Students interested in taking a performance course should be apprised of the requisite. A student may not take two performance courses simultaneously on the same instrument. Only Senior Music Majors preparing a recital may take Performance as a full course.

Requisite: An instrumental or vocal proficiency of at least intermediate level and Music 11 or 12. Any student wishing to study Performance for credit must have completed Music 11 or 12, be enrolled in it during the present academic year, or have demonstrated equivalent knowledge in a placement examination. Open to Freshmen with the consent of both the Amherst Music Department and the instructor. *Music 29, H29, 30, and H30 may only be taken by Amherst College students.* This course may be repeated. First and second semesters.

1. Consult the Chair of the Amherst Music Department who will assist in arranging for teachers and auditions.
2. One hour of private instruction and nine hours of practice a week are expected.
3. Unless otherwise arranged with the Department, all performance courses will be elected as a half course.
4. Two half courses in performance may be counted as the equivalent of one full course for fulfilling degree requirements. Study for less than two consecutive semesters will not be counted toward satisfying degree requirements.
5. A student electing a performance course may carry four and a half courses each semester, or four and a half courses the first and three and a half courses the second semester.
6. Only with special permission of the Department may students elect more than one performance course in a semester.

PLAN I. Under a cooperative arrangement with Smith College, performance courses are offered in keyboard, string and wind instruments and in voice. Instruction will be given by members of the Music Department of Smith College. Course listings, requisites and instructors can be found in the Smith College Catalog. Under Plan I, a separate Five College

Interchange Course Application is completed by the student for each semester course in performance, listing his instrument and the appropriate Smith course number. These application blanks are available at both the Registrar's and Music Department's offices.

PLAN II. Amherst College Music H29, H30. Under this plan students consult the Chair of the Amherst Music Department who will assist the students in making arrangements for private instruction with teachers approved by the Department. Registration should be under the course listing: Amherst College Music H29 or H30; students should insure that they are also listed with the Music Department Office.

Note: An extra fee is charged to cover a portion of the expense for this special type of instruction. For 1991-92 the fee charged the student for each semester course will be $300.

Those students who are receiving financial aid will be given additional scholarship grants in the full amount of these fees. Other students may apply to the Financial Aid Office for short term loans if necessary to enable them to pay their fees on schedule, or may apply for a partial Friends of Music Scholarship through the Music Department Office.

MUSIC THEORY

31. Tonal Harmony and Counterpoint I. Basic principles of harmonic and contrapuntal technique. Emphasis will be on the acquisition of writing skills. Two class meetings plus two ear training sections. This course is the first of the required music theory sequence for majors.

Requisite: Ability to read music, and either performing experience or extensive listening experience. First semester. Professor Spratlan.

32. Tonal Harmony and Counterpoint II. A continuation of Music 31. Two class meetings and two ear training sections per week.

Requisite: Music 31 or consent of the instructor. Second semester. Professor Spratlan.

33. Repertoire and Analysis I. This course will consist of two units of analysis and model composition. The first will deal with First Viennese School sonata form movements; the second will address short Romantic forms, primarily, the German lied. There will be frequent listening assignments, regular short papers, and composing in the above mentioned styles. Two class meetings plus two ear-training sessions per week.

Requisite: Music 31 and 32, or the equivalent with the consent of the instructor. First semester. Professor Friedmann.

34. Repertoire and Analysis II. A continuation of Music 33. Two class meetings plus one ear-training session per week.

Second semester. Professor Parkany.

35. Jazz Theory and Improvisation I. A course designed to explore jazz harmonic and improvisational practice from both the theoretical and applied standpoint. Students will study common harmonic practice of the jazz idiom, modes and scales, rhythmic practices, and consider their stylistic interpretation. Ideally, a chamber-size ensemble will be developed from students in the class. Two class meetings per week.

Requisite: Music 11, 12, or equivalent, or consent of the instructor. Limited to 16 students. First semester. Lecturer Jaffe.

36. Jazz Theory and Improvisation II. A continuation of Music 35, this course is designed to acquaint students with the theory and application of advanced techniques used in jazz improvisation. Two class meetings per week.

Requisite: Music 35 or consent of the instructor. Limited to 16 students. Second semester. Lecturer Jaffe.

37s. Seminar in Music Theory: Twentieth-Century Music—Analysis and Performance. This course will investigate the ways in which analysis can effectively inform musical performance. Repertoire chosen to complement the class's configuration of performers will be written about and performed throughout the semester. Special techniques of twentieth-century performance practice will constitute an accompanying theme during the semester. Two class meetings per week.

Admission with consent of the instructor. Second semester. Professor Sollberger.

TOPICS IN MUSIC CRITICISM

44. Beethoven: The String Quartets. A close analysis of the quartets in the context of their contemporary meaning and their heritage. Two class meetings per week.

Requisite: Music 32 or consent of the instructor. Second semester. Professor Spratlan.

45. Reading Opera: Wagner Contra Verdi. This course will investigate the musical and dramaturgical means used by opera composers in various historical periods with particular emphasis on the works of Richard Wagner and Giuseppe Verdi. Connections will be explored between the composers' social, political, and cultural surroundings and the construction of class, gender, and authority reflected in individual characterizations. There will be regular listening and viewing assignments, several papers and exams, and a class trip to the Metropolitan Opera in New York. Two class meetings per week.

Requisite: Music 11, 12, or consent of the instructor. First semester. Professor Kallick.

47. The Symphonic Ideal. The ideal of a dramatic process that transforms both the music and the willing listener along with it, one which embraces diverse political, social, and sexual cultural factors, gives Western symphonic music its enduring allure. Reading and writing assignments will probe how wordless music can carry expressive meaning at all, will promote the ability to distinguish instrumental colors, and follow symphonic forms in their many guises. Principal texts for the course are selected symphonic works in a variety of musical interpretations, encountered in part in live concerts. Some of the works studied are Beethoven's Fifth and Ninth Symphonies, Haydn's *Drum Roll* Symphony, Berlioz's *Symphonic fantastique*, Mahler's Fourth, and Debussy's *La mer*. In them we shall hear and assess their cultural contexts, and venture interpretive criticism of our own. Ability to read music helpful, but not essential. Two class meetings per week.

First semester. Omitted 1991-92. Professor Parkany.

COMPOSITION

69s. Composition I. This course will explore compositional strategies which grow out of the various traditions of Western art music. Assignments will include compositions of various lengths and related analytical projects. Two class meetings per week.

Requisite: Music 11, 12, or consent of the instructor. Second semester. Professor Sollberger.

71. Composition Seminar I. Composition according to the needs and experience of the individual student. One class meeting per week and private conferences. This course may be repeated.

Requisite: Music 69 or the equivalent, and consent of the instructor. First semester. Professor Spratlan.

72. Composition Seminar II. A continuation of Music 71. This course may be repeated.

Requisite: Music 71 or the equivalent, and consent of the instructor. Second semester. Omitted 1991-92. Professor Spratlan.

HONORS AND SPECIAL TOPICS

77, D77, 78, D78. Senior Honors. Advanced work for Honors candidates in music history and criticism, music theory, ethnomusicology, composition, or performance. A thesis, a major composition project or a full-length recital will be required. No student shall elect more than one semester as a double course. A double course or a full course.

First and second semesters.

97, H97, 98 H98. Special Topics. Independent Reading Course. Full or half course.

First and second semesters.

RELATED COURSE

Introduction to African-American Music and Musicians. See Black Studies 22.

Limited to 50 students. Second semester. Professors Tillis and Boyer of the University of Massachusetts.

NEUROSCIENCE

Advisory Committee: Professors S. George (Chair) and Sorenson, Associate Professors O'Hara and Raskin, Assistant Professor Rager*, Adjunct Assistant Professor R. Kropf.

A student may receive the A.B. degree from Amherst with an interdepartmental major in Neuroscience. This program is designed for those students who wish either to have the breadth of experience this program provides or to prepare for graduate study. The major is organized around course offerings of the various science departments whose disciplines are fundamental to work in Neuroscience.

Major Program. Each student, in consultation with a member of the Advisory Committee, will construct a program that will include a basic grounding in biology, chemistry, physics, and psychology, as well as advanced work in some or all of these disciplines.

The major is organized into background, core, and elective courses.

1. The program will begin with the following background courses: Mathematics 11; Physics 16 and 17, or 32 and 33; Chemistry 11, 12, and 21; and one semester of Introductory Biology.
2. All majors will take three core Neuroscience courses: Psychology 26, Biology 30 and Biology 35.
3. Each student will select four additional elective courses (three if a Senior project is completed) in consultation with his or her advisor. Particularly appropriate courses are Biology 56 and Psychology 22, 24, and 38. Other courses are included in a detailed list available from any member of the Advisory Committee.

The large number of courses required for the major makes it necessary for a prospective Neuroscience major to begin the program early (with Chemistry 11 and Mathematics 11 in the first semester of the Freshman year). A student considering a Neuroscience major should also consult early in his or her academic career with a member of the Advisory Committee. All Junior and Senior majors will attend the Neuroscience Seminar, in which topics of current interest are discussed.

Honors Program. Candidates for the degree with Honors should elect Neuroscience 77 and D78 in addition to the above program. An Honors candidate may choose to do Senior Honors work with any faculty member from the various science departments who is willing to direct relevant thesis work.

The comprehensive examination will be administered by members of the Advisory Committee.

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*On leave 1991-92.

77, D78. Senior Honors. The work consists of a seminar dealing with problems of current interest in Neuroscience and the preparation of a thesis based upon an individual investigation under the direction of a Faculty member.

Full course first semester. Double course second semester. The Committee.

97, H97, 98, H98. Special Topics. Independent Reading. Full or half course. First and second semesters.

PHILOSOPHY

Professors Kearns‡ and Kennick (Chair); Professor Emeritus Epstein; Associate Professor Gooding-Williams; Assistant Professors Gentzler, A. George*, and Vogel.

Major Program. Students majoring in Philosophy must successfully complete nine courses in philosophy, exclusive of Philosophy 77 and 78. Among the nine courses majors are required to take (a) three courses in the history of philosophy: Philosophy 17 and 18 and a course on a major historical figure or movement (Plato, Aristotle, Descartes and Leibniz, British Empiricism, Kant, Pragmatism, Nietzsche, Quine, Wittgenstein); (b) one course in logic (Philosophy 12 or 13); (c) one course dealing with problems of Knowledge, Mind, and Reality (Philosophy 32, 33, 35, 36, or 62: Skepticism) and one course in Value Theory (Philosophy 25, 31, or 34); (d) one course numbered between 60 and 69. No course can be used to satisfy two or more requirements. To satisfy the comprehensive requirement for graduation, majors must have a cumulative average of at least B− in all philosophy courses taken. Majors are encouraged to organize and participate in the activities of the Philosophy Club.

Honors Program. Candidates for Honors in Philosophy will complete the Major Program and the Senior Honors sequence, Philosophy 77 and 78. Work in Philosophy 77 will be graded and to pass the course a student must submit a substantial research paper (20-30 pages) of acceptable quality. Admission to Philosophy 78 will not be automatic but will be conditional upon a student's promise of ability to write a presentable thesis; that promise to be judged, in part, on how well the student performed in Philosophy 77. The due date for the thesis is the end of the third week in April.

11. Introduction to Philosophy. An examination of basic issues, problems, and arguments in philosophy, e.g., proofs for the existence of God, the nature of morality, free will and determinism, the relationship between the mind and the body, knowledge and the problem of skepticism. Discussions will take place in the context of readings from classical and contemporary philosophers.

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*On leave 1991-92.

‡On leave second semester 1991-92.

Each section limited to 25 students. First semester. Professors Kearns and Vogel.

11s. Introduction to Philosophy. Same description as Philosophy 11.

Each section limited to 25 students. Second semester. Section 1: Professor Gooding-Williams. Section 2: Professor Epstein.

13. Introduction to Logic. A first course in formal logic, the study of inference, requiring no previous philosophical, mathematical or logical training. We shall begin by exposing the structure of natural language statements that determines the cogency of our inferences. We shall then construct a natural deduction system and, with its help, explore the inferential connections among logical statements and examine fundamental properties of this logic.

First semester. Professor Bowie of Mount Holyoke College.

17. Ancient and Medieval Philosophy. A survey of European philosophy from 600 B.C. to A.D. 1400, with emphasis on Plato, Aristotle, the Stoics, Epicureans, and Skeptics, Plotinus, Augustine, Anselm, and Aquinas. Reading and discussion of selected works of the period.

Limited to 50 students, preference to Amherst College students. First semester. Professor Kennick.

18. Early Modern Philosophy. A survey of European philosophy from 1400 to 1800, with emphasis on Bacon, Hobbes, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Reading and discussion of selected works of the period.

Limited to 50 students, preference to Amherst College students. Second semester. Professor Kennick.

19. Nineteenth- and Twentieth-Century Philosophy. A survey of European philosophy from 1800 to the early twentieth century, with emphasis on Hegel, Kierkegaard, Marx, Nietzsche, Frege, and Husserl. Reading and discussion of selected works of the period.

Requisite: Philosophy 18 or consent of the instructor. First semester. Omitted 1991-92. Professor Gooding-Williams.

22. Philosophy, Race and Racism. (Also Black Studies 33s.) See Black Studies 33s for description.

Second semester. Professor Gooding-Williams.

23. Moral Problems. An examination of selected moral problems (e.g., abortion, social and economic justice, preferential treatment, terrorism), discussion of the distinctive nature of moral questions, and an introduction to several types of ethical theories.

First semester. Professor Kearns.

25. Justice, the Good, and the State: The Classical Tradition in Political Philosophy. Central to classical political thought is a substantive conception of the human good. In this tradition, justice in the state is a function of its ability to provide this good. The legitimacy and authority of the state depend on its justice. We will examine the origins of this tradition in the works of Plato and Aristotle, especially in the *Republic* and in the *Politics*. We will then look at the theological transformation of classical political thought in the works of Augustine, Aquinas, and others. Finally, we will examine the partial reemergence of a humanist and/or secular-political philosophy in Marsilius of Padua's *The Defender of the Peace*, Machiavelli's *The Prince*, and Thomas More's *Utopia*.

First semester. Omitted 1991-92. Professor Gentzler.

27. Truth and Reality. Questions of perennial interest to philosophers are now the subject of animated discussion throughout the intellectual community. Is there an independent reality we can all attempt to describe? Can science legitimately claim to present the truth about reality, or is any "truth" merely whatever view happens to command assent? Do things have "essences," or do we make them what they are by the way we talk about them? Are there truths about morality, which hold good for everyone? We will address some such concerns through discussion and analysis of readings in metaphysics, epistemology, the philosophy of science, and ethics.

First semester. Professor Vogel.

29. Freedom and Responsibility. Are we free? An absence of external constraint seems to be necessary for freedom, but is it enough? Can obsessions, addictions, or certain types of ignorance threaten our freedom? Some philosophers have argued that if our actions are causally determined, then freedom is impossible. Others have argued that freedom does not depend on the truth or falsity of causal determinism. Is freedom compatible with determinism? Must we act freely in order to be responsible for our actions? Is freedom of action sufficient for responsibility? Are the social institutions of reward and punishment dependent for their justification upon the existence of responsible, free agents? We will attempt to determine the nature of persons, action, freedom and responsibility in an effort to answer questions such as those posed above. Readings will be drawn from both classical and contemporary sources.

First semester. Professor Gentzler.

31s. Aesthetics. A critical examination of selected theories of the nature of art, expression, creativity, artistic truth, aesthetic experience, interpretation and criticism. Special emphasis is placed on the thought of modern philosophers and critics.

Requisite: Consent of the instructor. (Suggested: two Philosophy courses passed with at least a C.) Not open to Freshmen. Second semester. Professor Kennick.

32. Metaphysics. An examination of some central issues in metaphysics. Topics covered may include: possibility and necessity, identity, universals, space and time, causality, freedom of the will, and the mind-body problem. Readings from historical and contemporary sources.

Requisite: Two courses in Philosophy or consent of the instructor. Second semester. Omitted 1991-92. Professor Vogel.

33s. Philosophy of Mind. An introduction to philosophical problems concerning the nature of the mind. Central to the course will be the mind-body problem; here we will be concerned with the question whether there is a mind (or soul or self) that is distinct from the body and how thought, feelings, sensations, etc., are related to states of the brain and body. In connection with this, we will consider, among other things, the nature of consciousness, mental content, and persons.

Requisite: One course in Philosophy. Second semester. Professor Gentzler.

34. Ethical Theory. An examination of basic types of ethical theories, including deontological, consequentialist, pragmatist, and virtue theories. The focus is on understanding the philosophical problems these theories address, as well as on the variety of answers they have given. For example, what kind of property is moral goodness? Is it a property at all? How are facts and values related to one another? Are there any absolute or intrinsic values? What are the relationships between morality and happiness? How are untimate moral principles to be proved or justified? We will also consider skeptical responses to these questions, including some recent deflationary views about morality and moral philosophy. Readings will include both classical and contemporary authors such as Aristotle, Hume, Kant, Mill, Rawls, Gewirth, Anscombe, MacIntyre, Williams, and Rorty.

Requisite: One course in Philosophy or consent of the instructor. Limited to 30 students. Second semester. Professor Feldman of the University of Massachusetts.

35s. Theory of Knowledge. A consideration of some basic questions about the nature and scope of our knowledge. What is knowledge? Does knowledge have a structure? What is perception? Can we really know anything at all about the world?

Requisite: Two courses in Philosophy or consent of the instructor. Second semester. Professor Vogel.

36. Philosophy of Language. Topics to be discussed will be drawn from the following: linguistic meaning, truth, reference, pragmatics, communication, translation, the structure of language, the relation between language and the world and between language and thought. These will be explored through a reading of works by John Locke, Gottlob Frege, Bertrand Russell, Peter Strawson, Ludwig Wittgenstein, A. J. Ayer, Rudolf Carnap, W. V. Quine, Alfred Tarski, Donald Davidson, John Austin, Paul Grice, and others.

Requisite: One course in Philosophy or consent of the instructor. Second semester. Omitted 1991-92. Professor George.

37s. Introduction to the Philosophy of Science. Topics to be studied will be drawn from among the following: the nature of scientific explanation; the properties of scientific laws (the difference between a law and an accidental generalization, the alleged necessity of scientific laws); the structure of theories (the distinction between law and theory, instrumentalist versus realist interpretations of theories, the conditions for reduction of one theory to another); explanations in particular sciences (e.g., the social sciences, the cognitive sciences, history); the rationality of theory choice (the status of scientific revolutions, subjectivity and objectivity in choice of theories, alleged incommensurability of scientific theories).

Requisite: One course in Philosophy or consent of the instructor. Second semester. Omitted 1991-92. Professor George.

39. **British Empiricism.** A survey of the philosophical views of Bacon, Hobbes, Locke, Berkeley, and Hume. We will focus on their answers to questions about the sources of human knowledge, both scientific and moral; about skepticism; about the nature of physical reality; about the origins of rights and moral value; and about the relationship between science and philosophy.

Requisite: One course in Philosophy or consent of the instructor. First semester. Omitted 1991-92. Professor Gentzler.

40f. **Bio-Medical Ethics.** An examination of selected ethical issues raised by recent developments in the biological sciences and by the practice of medicine (e.g., cloning, genetic engineering, behavior modification, the allocation of scarce medical resources, euthanasia, experimentation on humans).

Not open to Freshmen. First semester. Omitted 1991-92.

41. **From Frege to Kripke: Classic Papers in the Development of Twentieth-Century Analytic Philosophy.** Reading and discussion of papers—mostly in metaphysics and philosophy of language—by Gottlob Frege, Bertrand Russell, G. E. Moore, P. F. Strawson, A. J. Ayer, Rudolf Carnap, W. V. Quine, Gilbert Ryle, J. L. Austin, Paul Grice, Michael Dummett, and Saul Kripke.

Requisite: Two courses in philosophy or consent of the instructor. First semester. Professor Kennick.

44f. **Kant.** An examination of the central metaphysical and epistemological doctrines of the *Critique of Pure Reason,* including both the historical significance of Kant's work and its implications for contemporary philosophy.

Requisite: Philosophy 18 or consent of the instructor. First semester. Omitted 1991-92. Professor Vogel.

46. **Pragmatism.** According to James, Pragmatism is the ". . . attitude of looking away from first things, principles, categories, supposed necessities; and of looking towards last things, fruit, consequences, facts." This Pragmatic temper finds expression in distinctively anti-rationalistic and anti-absolutistic views of truth, of ideas, of meaning, of value and of reality. We shall engage these matters in reading from the works of Peirce, James, Dewey, Lewis, Quine and others.

Second semester. Omitted 1991-92.

48. **Plato.** An examination of the development of Plato's views from the early "Socratic dialogues" to the *Theaetetus.* We will attempt to discover

Plato's answers to questions about the nature, scope, and sources of human knowledge; about moral virtue and its relationship to knowledge; about the Forms and their relationship to the sensible world; and about the nature of the ideal state.

Requisite: One course in Philosophy or consent of the instructor. Second semester. Professor Gentzler.

49s. Aristotle. An examination of Aristotle's main doctrines and the problems they raise for contemporary philosophers. We will focus on questions concerning language and reality; scientific method and the structure of scientific knowledge; matter, form, and substance; essence and accident; philosophy of nature and the understanding of living organisms; mechanism and purpose; time and change; soul and body; and virtue and happiness.

Requisite: One course in philosophy or consent of the instructor. Second semester. Omitted 1991-92. Professor Gentzler.

50. Philosophy of Mathematics. (Also Colloquium 50.) See Colloquium 50 for description.

Second semester. Omitted 1991-92. Professors George and Velleman.

61. Seminar in Philosophy: Nietzsche. The topic changes from year to year. In fall 1991 the topic will be: A critical examination of Nietzsche's mature philosophical writings. We will investigate the notions of the will to power and the eternal recurrence, as well as Nietzsche's perspectivism and his use of genealogy. Texts will include *Thus Spoke Zarathustra, Beyond Good and Evil, On the Genealogy of Morals,* and *The Will to Power.*

Requisite: Philosophy 17 or 18 or 19. Not open to Freshmen. Limited to 25 students. First semester. Professor Gooding-Williams.

62. Seminar in Philosophy: Topics in the History of Modern Philosophy. The topic changes from year to year. In spring 1992 the topic will be: A critical and detailed examination of great works in the Western philosophical tradition. We will concentrate on the metaphysical and epistemological writings of Descartes and Leibniz. Texts will include Descartes' *Meditations* with the *Objections and Replies,* and Leibniz's *Monadology, Discourse on Metaphysics,* and *Philosophical Correspondence.*

Second semester. Professor Vogel.

64. Seminar in Philosophy: Wittgenstein. The topic changes from year to year. In 1990-91 the topic was: The Philosophy of Ludwig Wittgenstein. After some preliminary work in Frege and Russell, the course was devoted to an examination of Wittgenstein's *Tractatus Logico-Philosophicus* and to the first part of his *Philosophical Investigations.*

Admission with consent of the instructor. Suggested requisite: Philosophy 13, 17, and 18, or the equivalent. Limited to 15 students. Second semester. Omitted 1991-92. Professor Kennick.

77. Senior Honors. Required of candidates for Honors in Philosophy. The writing of an original essay on a topic chosen by the student and approved by the Department.

Open to Seniors with consent of the Department. First semester. The Department.

78. Honors Course. Required of candidates for Honors in Philosophy. A continuation of Philosophy 77. In special cases, subject to approval of the Department, a double course.

Open to Seniors with consent of the Department. Second semester. The Department.

97, 98. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

Admission with consent of the instructor. First and second semesters.

RELATED COURSES

Rights and Wrongs. See Law, Jurisprudence and Social Thought 22.

Second semester. Omitted 1991-92. Professors Kearns, Sarat, and Saker.

Justice and Injustice in Law and Legal Theory. See Law, Jurisprudence and Social Thought 27.

First semester. Omitted 1991-92. Professor Kearns.

PHYSICAL EDUCATION

Professors Dunbar, Gooding (Chair), Mehr, Morgan, Ostendarp, and Thurston; Coaches Arena, Bagwell, Banda, Everden, Hixon, McBride, McKechnie, McKeon, Robson, and Zawacki.

The courses in Physical Education are available to all Amherst College students and members of the College community. All courses are elective and, although there is no academic credit offered, there is transcript notation given for successful completion of a course.

Courses are offered on a quarter basis, two courses per semester, and one course during the January interterm. Classes are offered on the same time schedule as all academic courses. Students are encouraged to enroll in courses that interest them and may obtain more information from the Department of Physical Education and Athletics.

In an attempt to meet the need and interests of the individual student, the program is offered in two parts:

1. **Physical Education Courses.** In these courses, the basic skills, rules and strategy of the activity are taught and practiced. This program emphasizes individual activities which have a carry over value for lifelong recreational pursuits.

2. **Recreational Program.**

   (a) **Organized Recreational Classes,** in which team sports are organized, played, taught and supervised by Physical Education Department personnel, and

(b) **Free Recreational Scheduling,** where the Department schedules, maintains and supervises facilities and activities for members of the College community, i.e., recreational golf, skating, squash, swimming and tennis.

A detailed brochure concerning the Department's program is available from the Department of Physical Education. Details concerning the College's physical education and athletic programs also appear in the *Student Handbook.*

PHYSICS

Professors Gordon†, Hilborn (Chair), Romer, and Towne; Associate Professors Hunter, Jagannathan, and Zajonc; Visiting Assistant Professor Blau.

Introductory Courses in Physics. Physics 11 provides an examination of the historical underpinnings of the subject, and the philosophical implications of some of the important conceptual developments. It has no requisite in mathematics and is suitable for students who want to take a single course to learn something about physics. It is also recommended for physics majors to obtain an overview of the methodology of physics. Physics 8 and 10 are courses intended for non-science majors and have no requisites.

The sequence Physics 16, 17 is designed primarily for students who require two semesters of physics with laboratory, but in special cases it can also serve as the introductory sequence for the physics major. A student who decides after taking Physics 16 to take Physics 33, or who decides after taking Physics 17 to take Physics 34, can make special arrangements with the department. Students electing Physics 16 and 17 can also take Physics 8, 10, or 11.

The sequence Physics 32, 33, 34, 35 will be the one normally taken by Physics majors. All or part of the sequence is recommended for majors in other sciences or for any student who wants a mathematically-based introduction to physics. The requisites for Physics 32, 33, 34 are Mathematics 11, 12, 13, respectively. Students with a strong background in physics and mathematics may be excused from Physics 16 or 32. It is recommended that such students take the Advanced Placement Examination in Physics (AP Physics C, Mechanics). An exam for placing out of Physics 32 will be given at the start of the fall semester.

Major Program. Any student considering a major in Physics should seek the advice of a member of the Department as early as possible in order to work out a program best suited to the student's interest and ability, whether a career is being considered in physics, engineering, secondary-school science teaching, one of the inter-science fields such as geophysics or biophysics, or a field such as law or business. To preserve the option of doing a thesis in the Senior year, Mathematics 11, 12, 13 should be taken consecutively starting in the first semester of Freshman year. Physics 32, 33, 34, 35 should be taken consecutively starting in the second semester of Freshman year, and Physics 42 should be taken in the second semester of Sophomore year. The course requirements for a major in Physics are Mathematics 11, 12, 13; Physics 32, 33, 34, 35, 42, 47 and 48.

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†On leave first semester 1991-92.

Students intending to make a career in physics should seriously consider taking one or more electives in physics and mathematics. Physics 20 and 72 offer the opportunity for advanced laboratory experience, while Physics 66, 73 and 75 provide for advanced theoretical work.

All Physics majors must take a written examination in the second semester of their Junior year. This examination is a preliminary to the Senior Comprehensive Examination which students must pass as a requirement for graduation.

Honors Program. The course requirements for a major with Honors are the courses listed above, plus Physics 77 and 78. Good performance on the preliminary examination taken at the end of the Junior year will be a criterion for acceptance as a thesis student. At the end of the first semester of the Senior year the student's progress on the Honors problem will determine the advisability of continuation in the Honors program.

The aim of Honors work in Physics is to provide an opportunity for the student to pursue under faculty direction an investigation in-depth into a research problem in experimental and/or theoretical physics. In addition to apparatus for projects closely related to the continuing experimental research activities of the faculty (such as holography, superconductivity, chaos, lasers, atomic physics and ferroelectricity), facilities are available for experimental honors projects in many other areas. Subject to the availability of apparatus and faculty interest, Honors projects arising out of students' particular interests are encouraged. Students are given the opportunity to review the literature in the field, to design, construct and assemble experimental equipment, to perform experiments, and finally, to prepare a thesis, which is due in late April. During the first semester, students give preliminary talks in the Physics Seminar on their proposed projects. During the Spring, they again have the opportunity to describe their work in the Physics Seminar. At the end of the second semester, students take oral examinations devoted primarily to the thesis work.

The departmental recommendation for the various degrees of Honors will be based on the student's record, Honors work, Comprehensive Examination and oral examination on the thesis.

8. The Revolutions in Twentieth-Century Physics. Common sense ideas which explain physical phenomena in daily life simply do not apply when we enter the realm of the very fast or the very small. These realms are described by the theories of Relativity and Quantum Mechanics. In this course we shall discuss Relativity and Quantum Mechanics and will describe how the ideas embodying these theories are so radically different from the views held in the nineteenth century. We begin by quickly discussing some of the main tenets of pre-twentieth century physics so as to set the background for the new physics. Then we'll spend about a half-semester each on Relativity and Quantum Mechanics. There is no math requisite except for high school algebra and trigonometry, and the course is intended for non-science majors. Three hours per week.

Second semester. Professor Blau.

10. Energy and Entropy. (Also Chemistry 10.) Primarily for non-science majors, this course is focused on the concepts of energy and entropy, ideas which play a central role in our attempts to understand the universe in which we live. The course, designed for those who wish to gain an appreciation and understanding of two of the most far-reaching laws governing the behavior of the physical world, will address historical, philosophical and conceptual ramifications of the first and second laws of thermodynamics. We will also study applications of these laws to a variety of chemical and physical phenomena. Some social implications will also be discussed; we will treat, for instance, the various ways in which society employs energy transformations of various sorts, the efficiencies of energy conversion processes, and the world's limited energy resources. No prior college science or mathematics courses are required. Three class hours per week.

Second semester. Professors to be named.

11. Physical Inquiry: The Nature of Light. Physics is the quest of humans for a logical system to interpret and give order to the seemingly chaotic flux of natural phenomena. Each of the revolutions in science has entailed critical reexamination of long-cherished convictions and formulation of new conceptual schemes for understanding nature. By focusing on particular themes, which may vary from year to year, this course will examine the concepts, methods, and goals of physics and will, at the same time, foster the skills necessary for scientific reasoning, experimentation, and calculation.

Light: Without it the world is dark, we are unseeing. The course will range widely. Using the rainbow as a leitmotiv, it will cover material from the contemporary quantum theory of light, ancient Greek theories of vision, Goethe's theory of color, wave and particle theories of the eighteenth century, and the electromagnetic field introduced by Faraday and Maxwell 100 years ago. Each account of light will not only be presented but also critically investigated for its shortcomings. Our studies will attempt, therefore, to uncover the forces that drive evolution and revolution in scientific thinking, forces that are themselves not always purely scientific.

No mathematics requisite. First semester. Professor Zajonc.

16f. General Physics I: Mechanics and Thermodynamics. This course will examine two of the main divisions of Classical Physics: Newtonian Mechanics and Thermodynamics. Newton's laws will be used to describe and explain a variety of simple motions including linear and circular motion, motion in a gravitational field, motion in the presence of friction, and simple harmonic motion. Work, mechanical energy and momentum will be discussed as underlying concepts in our understanding of all mechanical processes. The extent to which changes in temperature affect natural systems will be studied primarily through the introduction of the concepts of heat and entropy, and applications of the first and second laws of thermodynamics. Topics such as rotational dynamics, fluid mechanics, phase transitions, calorimetry, and kinetic theory may be added at the discretion of the instructor. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11 or equivalent. First semester. Professor Jagannathan.

16. General Physics I: Mechanics and Thermodynamics. Same description as Physics 16f.

Second semester. Professor Gordon.

17. General Physics II: Electromagnetism, Optics and Atomic Physics. Basic observations of electric and magnetic forces (the most important forces governing the structure of matter), their mathematical description, and the unified treatment of electric and magnetic effects in Maxwell's electromagnetic theory. Introduction to wave motion, optics, and selected topics from atomic and nuclear physics. Laboratory experiments on electrical circuits, electronic measuring instruments, optics and optical instruments, and radioactivity and its measurement. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 16. First semester. Professor Towne.

17s. General Physics II: Electromagnetism, Optics and Atomic Physics. Same description as Physics 17.

Second semester. Professor Zajonc.

20. Lasers and Modern Optics. Lasers and other modern optical devices now pervade experimental studies in many areas of physics, chemistry, and biology. After reviewing the fundamentals of geometrical and physical optics, this course approaches the general question of how the interaction of light (and, in particular, laser light) with matter can inform us about the nature and behavior of physical, chemical, and biological systems. Topics to be covered include: the spectral analysis of light, principles of lasers, laser safety, methods of detecting light, absorption, fluorescence, and light-scattering techniques, fiber optics, and nonlinear optics. Examples will be chosen from physics, chemistry, and biology.

Requisites: Physics 17 or Physics 33 or equivalent. Two hours of lecture and three hours of laboratory per week. Second semester. Professor Hilborn.

32. Newtonian Mechanics. The fundamental laws of Newtonian mechanics are applied to a variety of simple motions including free-fall in a gravitational field, simple harmonic motion, and rigid-body rotation. The conservation laws (linear momentum, angular momentum, and mechanical energy) are introduced in various contexts and are shown to serve as unifying physical principles. Emphasis is placed on mathematics (including vector algebra and calculus) as powerful tools in understanding phenomena. This course includes an introduction to the use of computers in physics. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11 or equivalent. Second semester. Professor Hunter.

33. Electromagnetism and Electronics. Fundamentals of electricity and magnetism using differential and integral calculus. The unified treatment of electric and magnetic effects in Maxwell's electromagnetic theory. Laboratory experiments on electrical circuits and electronic measuring instruments. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 32 and Mathematics 12 or consent of the instructor. First semester. Professor Zajonc.

34. Waves, Optics and Thermal Physics. The general characteristics of wave motion will be approached through the wave equation and the solution to the boundary value problem. Included in the course will be the treatment of geometrical optics, energy relationships in waves, diffraction, interference, reflection, refraction and polarization. The second part of the course deals with simple thermal phenomena, the laws of thermodynamics, and an introduction to the kinetic theory of gases. The associated laboratory/recitation sections will be used for optical experiments as well as further discussion of lecture material. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 13 and Physics 33 or consent of the instructor. Second semester. Professor Jagannathan.

35. Relativity and Quantum Physics. This course covers important developments in twentieth-century physics. The theory of Special Relativity is treated in some detail. Then the inadequacies of the classical explanations of such phenomena as blackbody radiation and the photoelectric effect are discussed. The partial, but imaginative, solution given by old "quantum theory" serves as a point of departure for the more systematic theory of atomic dynamics given by the "quantum mechanics." The course concludes with a selection of topics from atomic, nuclear, particle, and condensed-matter physics. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 34 or consent of the instructor. First semester. Professor Hunter.

42. Mechanics. Newtonian mechanics of particles and systems of particles, including rigid bodies. Elementary vector analysis and potential theory, central forces, the two-body problem, collisions, moving reference frames, and—time permitting—an introduction to Lagrangian methods.

Special emphasis is placed on oscillatory phenomena. Four class hours per week and occasional laboratories.

Requisite: Physics 33 and Mathematics 13, or consent of the instructor. Second semester. Professor Towne.

47. Electromagnetic Theory. A development of Maxwell's electromagnetic field equations and some of their consequences using vector calculus. Topics covered include: electrostatics, steady currents and static magnetic fields, time-dependent electric and magnetic fields, and the complete Maxwell theory, energy in the electromagnetic field, Poynting's theorem, electromagnetic waves, and radiation from time-dependent charge and current distributions. Four class hours per week.

Requisite: Physics 34, 42, or consent of the instructor. First semester. Professor Blau.

48. Quantum Mechanics. Wave-particle duality and the Heisenberg uncertainty principle. Basic postulates of Quantum Mechanics, wave functions, solutions of the Schroedinger equation for one-dimensional systems and for the hydrogen atom. Four class hours per week and occasional laboratories.

Requisite: Physics 35 or consent of the instructor. Second semester. Professor Hilborn.

66. Mathematical Physics. An introduction to the mathematical methods of advanced physics, with an emphasis on applications. Topics to be covered include vector spaces, Fourier Analysis, special functions, Sturm-Liouville theory, tensors, matrices, eigenvalue problems, complex analysis and Green's functions. Three class hours per week.

Requisite: Physics 17 or 33 and Mathematics 13. Offered in alternate years. Second semester. Professors to be named.

72f. Advanced Laboratory in Modern Physics. In this course students will learn some of the experimental techniques and underlying theory associated with a number of important experiments in contemporary physics. The experiments will be carried out at several of the Five Colleges. The student will be expected to select and complete four three-week modules chosen from the following list of experiments available:

(1) Laser Spectroscopy(a)
(2) Rutherford Scattering of Protons from Gold Nuclei(b)
(3) Photoelectric Effect in High Vacuum(b)
(4) Cosmic Rays I—Extensive Air Showers of Ultra High Energy Cosmic Rays(c)
(5) Cosmic Rays II—Muon Capture and Decay(c)
(6) Properties of Liquid Helium(d)
(7) Superconductivity(d)
(8) Monte Carlo Computer Simulations(d)
(9) Fractal Growth in Electro-deposition(d)

(a) Amherst College, (b) Mount Holyoke College, (c) Smith College, (d) University of Massachusetts

The course will be taught by members of the Physics Departments of the Five Colleges and will be open to students from the Five Colleges who have taken Physics 35 or its equivalent. Two four-hour laboratories per week and occasional class meetings.

Requisite: Physics 35 or equivalent and consent of the instructor. First semester. Omitted 1991-92. Professor Zajonc.

73. Analytical Dynamics. Lagrangian and Hamiltonian formulations of classical mechanics. Variational Calculus. Canonical transformations, Hamilton-Jacobi Theory, the algebra of Poisson brackets. Four class hours per week.

Admission with consent of the instructor. First semester. Omitted 1991-92. Professor Towne.

75. Thermodynamics and Statistical Mechanics. First, second and third laws of thermodynamics with applications to various physical systems. Phase transitions. Applications to low temperature physics, including superconductors and liquid helium. Introductory kinetic theory and statistical mechanics. Applications of Fermi-Dirac and Bose-Einstein statistics. Four class hours per week. Offered in alternate years.

Requisite: Physics 35 or equivalent. First semester. Professor Hilborn.

77. Senior Honors. Individual, independent work on some problem, usually in experimental physics. Reading, consultation and seminars, and laboratory work.

Designed for Honors candidates, but open to other advanced students with the consent of the Department. First semester. The Department.

78, D78. Senior Honors. Same description as Physics 77. A single or double course.

Requisite: Physics 77. Second semester. The Department.

97, H97, 98, H98. Special Topics. Independent Reading Course. Full or half course.

First and second semesters.

RELATED COURSE

Re-Imagining the Human in a Technological Age. See Colloquium 28.

Open to Juniors and Seniors. Limited to 30 students. Second semester. Professors Upton and Zajonc.

POLITICAL SCIENCE

Professors Arkes*, Machala, Sarat, W. Taubman, and Tiersky†; Five College Professor Lake; Associate Professors Basu† and Dumm (Chair); Assistant Professors Bumiller, Rubin, and Villa*.

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*On leave 1991-92.

†On leave first semester 1991-92.

Major Program. A major in Political Science consists of nine courses in Political Science. Political Science 11 is a prerequisite for all majors.

Offerings in the Department include courses in American government, politics, law and public policy, comparative government and politics, international relations, and political theory. While majors are not required to take courses in each of these areas, the Department encourages students to do so.

All majors in Political Science may be required to pass a comprehensive examination in Political Science. This examination will cover the discipline as a whole and will be written or oral or both written and oral as the Department may prescribe.

Honors Program. Students who wish to be considered for graduation with Honors in Political Science must take part in the Honors program. The Honors program is designed to provide qualified students with full opportunity for independent research and writing. Candidates for Honors in Political Science will normally take Political Science D77 and 78. The double course in the first semester is designed to provide time for students to complete a first draft of a thesis, which must be submitted by the middle of January. At that time, the candidate's advisor, in consultation with a second reader, will evaluate the draft of the thesis and determine whether it merits the candidate's continuing in the Honors program during the second semester. Students who have completed Political Science D77 but who either are not permitted or choose not to enroll in Political Science 78 will be assigned a grade for work completed in Political Science D77. Students continuing in the Honors program will receive a single grade for the sequence of three courses upon completion of Political Science 78.

A cumulative average of 9 is required for admission to the Honors program. In addition, students will be admitted only upon application in the first week of the fall semester of their Senior year. Such application will consist of a brief description of their thesis topic—what it is, why it is important, and how it is to be illuminated. Prospective applicants should consult with members of the Department during the Junior year to define a suitable Honors project, and to determine whether a member of the Department competent to act as advisor will be available to do so. Permission to pursue projects for which suitable advisors are not available may be denied by the Department.

11. Introduction to Political Science. The course will consider the nature and purposes of politics, relationships between those who govern and those who are governed, and the myths, principles and practices of authority, justice, citizenship and revolution.

First semester. The Department.

18f. The Social Organization of Law. (Also Law, Jurisprudence and Social Thought 18f.) See LJST 18f for description.

First semester. Professor Sarat.

20. The American Presidency. In the course of the twentieth century, the American Presidency has emerged as the premier national political institution, eclipsing the Congress in both power and prestige. In this course, we will investigate the development of the Presidency as the single most powerful office of the national government, and explore the extent and limits of contemporary Presidential power by studying the practice of various recent Presidents, primarily Kennedy through Reagan. To accomplish the first task, we will examine literature that attempts to explain the various historical and institutional-political factors that have contributed to the development of the contemporary Presidency. To accomplish the latter task, we will study various memoirs, policy analyses and critical-journalistic literature that chronicles the performance of these recent Presidents in the execution of both domestic and foreign policy.

Second semester. Omitted 1991-92. Professor Dumm.

21s. American Government. The distinction between government and what in European polities is called the "state" has served as the basis for claims of the uniqueness of American politics. This course is an investigation into the manner in which American government is organized, and the impact that government has on political life. Beginning with a study of the circumstances that have enabled Americans to make distinctions between state and government, especially free market capitalism, chattel slavery, "frontierism," the ideology of democratic-individualism, and, in later years, imperialism, corporate capitalism, and the ideology of "mass society," we will investigate the manner in which the tensions between government and state have influenced American political development. To accomplish this goal, we will examine the constitutional division of powers among legislative, executive, and judicial branches, federalism and electoral politics, and such areas of public policy as public welfare, economics, and foreign relations.

Second semester. Professor Dumm.

23s. Political Obligations. The course will consider the grounds on which one can claim to be free from obligations that run counter to one's own opinion or the sense of one's own good—or, on the other hand, the grounds on which one may be obligated to accept restraints on one's personal life or support policies with which one deeply disagrees. The arguments will be tested against the problems of war, abortion, privacy, censorship, suicide, and the obligation to rescue; and the task in all cases will be to force a confrontation between the standards one would use in judging individuals (including oneself) and the standards one would insist upon in judging the morality of public policy.

Second semester. Omitted 1991-92. Professor Arkes.

24f. Politics in Third World Nations. This course explores the origins and manifestations of inequality between the First and Third Worlds as well as among and within Third World nations. The first part analyzes the "creation" of the "Third World" through colonial domination and nationalist struggle. This background helps to identify myths concerning poverty,

food scarcity and over-population in Asia, Africa and Latin America. We will compare the attempts of liberal democratic, authoritarian and socialist regimes to achieve equality, growth and autonomy. International influences on domestic political arrangements will be considered throughout.
First semester. Omitted 1991-92. Professor Basu.

25. Comparative European Politics. An introduction to West European politics, emphasizing Britain, France, Germany and German reunification, as well as the process and problems of European integration. The uniqueness of national political histories is set against the common features and homogenizing tendencies of contemporary political life. What remains of nationalism in Europe? What is the importance of class, religious and ethnic politics? How successful is the European Community? Is European integration a model for other world regions?
First semester. Omitted 1991-92. Professor Tiersky.

26. World Politics. An introductory course which examines the dynamics of the post-World War II international political and economic system. Close attention is paid to the rise and decline of American and Soviet power, as well as to the principal trends of the emerging post-Cold War era. Among the topics examined are the technological and economic bases of hegemonial power, "imperial overstretch," spheres of influence, nationalism, class interest, state and non-state terrorism, as well as the role of law in world politics. Other issues to be discussed include changes in the international capitalist economy (protectionism vs free trade, foreign debt), the "German Question," and the "balkanization" of the Soviet Union. The course does not rely on a single theoretical framework; instead, we will follow in the path of such classics as Thucydides, Machiavelli, Hobbes, Kant, Clausewitz, Adam Smith and Karl Marx.
Second semester. Professor Machala.

27s. Soviet Politics and Foreign Policy. A survey of Soviet politics and foreign policy and of the linkage between them. The course begins and ends with the Gorbachev era, and includes an inquiry into the roots, directions and prospects of Gorbachev's reforms. Among topics to be considered: Marxism and Leninism and their impact on Soviet behavior at home and abroad; the influence of prerevolutionary Russian political culture on post-revolutionary developments; the rise of Stalinism and its effects on the USSR and its foreign relations, especially with the United States; initial efforts at reform under Nikita Khrushchev and their reversal under Leonid Brezhnev; the evolution of perestroika, glasnost, democratization and foreign policy "new thinking" under Gorbachev; scenarios for the future ranging from the renewal of socialism to the disintegration of the USSR.
Second semester. Professor Taubman.

28f. Political Theory from Hobbes to Nietzsche. Politics in the early modern age emerged as a relatively autonomous activity, liberated from such enclosing structures as myth, tradition, theology and metaphysics. Yet this emancipation led, paradoxically, to a slow but steady devaluation of politics and political action, culminating in our own understanding of politics as simply a means to some essentially extra-political end (e.g., the protection of rights and property, the steering of the economy, etc.). To what extent are the great modern political philosophers responsible for this state of affairs? How have their "disenchanted" conceptions of freedom, authority, justice and power served to undermine rather than strengthen our commitment to the public sphere? Can the modern tradition of political theory in the West be fairly characterized as anti-political?

Readings from Hobbes, Locke, Rousseau, Diderot, de Sade, Kant, Hegel, Marx, Mill, and Nietzsche.

First semester. Omitted 1991-92. Professor Villa.

29s. Congressional Politics. The Congress of the United States was by Constitutional design intended to be the national institution of governance that is most directly representative of the wishes of the national majority. Through most of its history, it also was considered to be the most powerful branch of the national government. Today, both of those assumptions concerning Congress are dubious propositions at best. In this course, we will inquire into the reasons for the transformation of Congress in the twentieth century from being the most powerful and responsible branch of national government, to being perceived as ineffectual, and the harbor of entrenched specific interest groups. We will also consider the recent "renaissance" of Congress, which began during the era of the Nixon presidency, especially in light of the resurgence of executive power represented by the Reagan presidency. To study these questions, we will investigate the organization of Congressional political parties, the committee system, the evolving role of constituent representation, legislative-executive relations, and the specific manner in which Congress over the past twenty years has sought to shape public policy in a variety of domestic and foreign policy areas.

Second semester. Omitted 1991-92. Professor Dumm.

32. Authority and Sexuality. Historically the regulation of sexual practices and the definition of appropriate modes of sexual expression have been important concerns of state and society. This reflects the difficulties which all social orders have in defining the limits of freedom and the legitimate scope of social control. But the effort to define those limits with respect to sexuality is by no means a relic of a discredited past as debates about abortion, homosexuality, pornography and the recent controversy about AIDS make clear. Moreover, our images of public authority are themselves, to some extent, a product of our struggles to find meaning in sexuality and to come to terms with the place of desire in our own lives.

This course asks how it is that sexuality is portrayed, imagined and defined in such a manner as to make possible various forms of scrutiny, regulation, and prohibition. We will examine the ways in which sexuality and authority are constituted in politics and in law as well as arguments suggesting that particular sexual relationships and particular arrangements of political authority are natural, normal, just or inevitable. We will investigate the way the rhetoric of sexuality and authority transforms the experience of desire and power as well as the ways authority rises from and depends upon a particular consciousness about sex which is revealed in philosophy, literature, and political theory. Throughout, the course seeks to call into question oppositions of public and private, law and power, government and self, which have traditionally organized our thinking about authority and sexuality.

Second semester. Professor Sarat.

36f. Introduction to Latin American Politics. This course will discuss politics and economic development in Latin America in the nineteenth and twentieth centuries. We will alternate between views "from above" and "from below," asking how elites have acted to make money, organize politics, and shape social life, and how poor majorities of peasants, workers, and urban shanty-town dwellers have lived, worked, organized, resisted, and rebelled. We will seek to understand how conflicts within and among these groups have affected the formation of states, the character of political regimes, the nature of culture and consciousness, and forms of economic development.

First semester. Professor Rubin.

37s. Central America and the United States. What is the nature of the current crisis in Central America, and what are the effects of United States policies there? What is the relationship between these matters and the debate about Central America in the United States? This course will analyze politics in Central America by examining the political and economic histories of Central American countries during the past century, as well as United States involvement in the region during the same period. We will examine patterns of economic development, forms of political rule, and the ways in which these have affected various aspects of people's lives. We will then focus on the Nicaraguan Revolution, the guerrilla war in El Salvador, and military rule in Guatemala, with particular attention to United States economic, political, and military activities in each country. We will evaluate the origins and nature of violence, military rule, reform, democratization, and revolution in Central America in the 1980s and 1990s, as well as the implications of these political forms for economic growth, equity and the meeting of basic human needs.

Second semester. Professor Rubin.

38. International Legal Theory. The purpose of this course is to examine certain approaches to international justice as a measure for criticizing and reconstructing international law in the conditions of the contemporary world. We shall first examine the notion of international law and justice in general. Then, we shall deal with legal and ethical theories of basic universal human rights, national self-determinism, "just war," aggression and collective responsibility. Finally, we shall examine some problems of international economic justice as they now confront both developed and less developed countries, with emphasis on determining which rules and regulations for managing the international economy could be considered legitimate by most members of the international community.

Requisite: An introductory course in world politics and one of the following: Political Science 34, 35, 41, or 42. Second semester. Professor Machala.

39s. Re-Imagining Law: Feminist Interpretations. (Also Law, Jurisprudence and Social Thought 39s.) Feminist theory raises questions about the compatibility of the legal order with women's experience and understandings and calls for a re-evaluation of the role of law in promoting social change. It invites us to inquire about the possibilities of a "feminist jurisprudence" and the adequacy of other critical theories which promise to make forms of legal authority more responsive. This course will consider women as victims and users of legal power. We will ask how particular practices constitute women as subjects in legal discourse. How can we imagine a legal system more reflective of women's realities? The nature of legal authority will be considered in the context of women's ordinary lives and reproductive roles, their active participation in political and professional change, their experiences with violence and pornography as well as the way they confront race, class and ethnic barriers.

Second semester. Professor Bumiller.

40f. Case Studies in American Foreign Policy. An examination of decisions that have been central to American foreign policy since World War II, covering such cases as Hiroshima, the Korean and Vietnam Wars, the Bay of Pigs and the Cuban Missile Crisis, Nicaragua, nuclear proliferation, trade negotiations and the Persian Gulf war. The bureaucratic and political pressures which framed the issues, as well as their broadest substantive implications, are examined.

Limited enrollment. First semester. Professor Lake.

41. The American Constitution I: The Structure of Rights. This course will focus on the questions arising from the relations of the three main institutions which define the structure of the national government under the Constitution. We will begin, at all times, with cases, but the cases will draw us back to the "first principles" of constitutional government, and to the logic that was built into the American Constitution. The topics will include: the standing of the President and Congress as interpreters of the Constitution; the authority of the Congress to counter the judgments—and alter the jurisdiction—of the federal courts on matters such as abortion and busing; the logic of "rights" and the regulation of "speech" (including such "symbolic expression" as the burning of crosses); and the original warning of the Federalists about the effect of the Bill of Rights in narrowing the range of our rights.

First semester. Omitted 1991-92. Professor Arkes.

42. The American Constitution II: Federalism, Privacy, and the "Equal Protection of the Laws." In applying the Constitution to particular cases, it becomes necessary to appeal to certain "principles of law" that were antecedent to the Constitution—principles that existed before the Constitution, and which did not depend, for their authority, on the text of the

Constitution. But in some cases it is necessary to appeal to principles that were peculiar to the government that was established in the "decision of 1787"; the decisions that framed a new government under a new Constitution. This course will try to illuminate that problem by considering the grounds on which the national government claims to vindicate certain rights by overriding the authority of the States and private institutions. Is the federal government obliged to act as a government of "second resort," after it becomes clear that the State and local governments will not act? Or may the federal government act in the first instance, for example, to bar discriminations based on race, and may it reach, with its authority, to private businesses, private clubs, even private households? The course will pursue these questions as it deals with a number of issues arising from the "equal protection of the laws"—most notably, with the problem of discriminations based on race and sex, with racial quotas and "reverse discrimination." In addition, the course will deal with such topics as: self-incrimination, the exclusionary rule, the regulation of "vices," and censorship over literature and the arts. (This course may be taken independently of Political Science 41, the American Constitution I.)

Second semester. Omitted 1991-92. Professor Arkes.

45s. Europe in World Politics. Europe's situation in contemporary international relations, from the postwar period through the revolution "beyond Yalta" of 1989. European Unification and European Security are the two broad themes. Central issues are: the division and reunification of Europe; significance of the collapse of communism in Eastern Europe and the Soviet Union; German reunification and the new "German question"; evolution and extension of the European Community; changing roles and structures of military alliances and nuclear weapons; the changing balance of power between Europe, the United States and the Soviet Union; Europe in a multipolar world.

Limited enrollment. Second semester. Professor Tiersky.

46. Subversive Practices. (Also Women's and Gender Studies 46.) This course will explore subversive activities as a potential strategy for the empowerment of women, political outsiders, and other individuals and groups. We will consider subversive practices that disrupt the meanings of dominant discourses, violate sacred rituals and traditions, and defy institutional and state authority. Examples will range from acts usually justified by overt political motives (i.e., underground railroads, sabotage, avant-garde art) to the everyday actions that subvert authority. We will raise questions about the distinction between subversion and other political acts, and in particular, we will question the role of subversive writing and technique within feminist theories. The course will address how gendered identities are imposed and subverted in women's lives and the extent to which subversive power is derived from cultural meanings of "being a woman." We will analyze the meanings of the subversive voice found in art, culture, and politics. We will question the intended purposes of subversive actions. Are these actions desperate efforts for self-expression, futile acts of destruction, or sophisticated political strategies? What is the meaning of the subversive personality (i.e., heroine, dissident, or criminal) as a cultural symbol? What conditions make subversion morally justifiable? We will read texts written by the observers of subversive women and outsider groups as well as examine subversive writings, practices, and cultural artifacts.

Second semester. Professor Bumiller.

48f. The Post-Communist State. The sudden transformation of Soviet-type societies, from one-party dictatorships to multiparty democracies, have rendered obsolete the dominant paradigms which emphasized the impossibility of the fundamental evolution of communism. However, so far no other theoretical approaches have succeeded in filling this gap. The primary purpose of this course is to introduce a new conceptual terminology of power relations and their concomitant forms of resistance that would allow for a systemic understanding of the evolution of Soviet-type societies from their revolutionary foundation, through the totalitarian and post-totalitarian phases, to the present-day post-communist state formation. Attention will be given to such categories as "political terrorism," "civil society," "parallel polis" and "anti-politics." Topics to be examined include the formation of political pluralism, an unregulated market, and the rule of law. Although the course will not specifically focus on any single country, the assigned literature will refer primarily (by way of illustration) to the Soviet Union, Czechoslovakia, Hungary and Poland.

Requisite: At least one course in any of the following: political theory, comparative politics, American politics, modern Chinese/Soviet history, or consent of the instructor. First semester. Professor Machala.

49s. Political Theory from Plato to Machiavelli. A study of some of the major writers who have dealt with questions of political practice and political morality in a philosophical way. The emphasis is on the tense relations among absolute morality, ordinary morality, and the pursuit of greatness. Attention will be given to the Socratic challenge to Athens and the early Christian challenge to Rome as well as to Machiavelli's worldly counterattack.

Second semester. Omitted 1991-92. Professor Villa.

54. What Is Peace? Much of modern political theory begins with some conception of peace. Examples are theories which contrast a state of nature with civil society, which justify the morality and strategy of non-violence, or which argue for or against nuclear deterrence. Yet it is not clear exactly what "peace" is. Is peace the mere absence of war, or must it be something more, a "positive" peace? If so, what?

This course gives students the occasion to study in detail the nature and possibilities of peace, in a political world in which evil seems undeniable and war has been commonplace. The syllabus ranges widely. Neither "peace" thinking nor "realism" is taken for granted. This is rather a general advanced seminar in domestic politics and international relations.

Limited enrollment. Second semester. Professor Tiersky and Professor Ferraro of Mount Holyoke College.

57. Problems of International Politics. The subject varies from year to year. In 1991 the subject will be: U.S.-Soviet Relations. Taking advantage of the participation in the course of a Soviet scholar who specializes on this subject, we will undertake a close reading of the documentary record of Soviet-American relations, primarily since World War II, but extending back to 1917. Reading mainly primary sources, but also consulting secondary accounts, we will attempt to answer the following questions: How has each side perceived the other? How have these perceptions combined with other factors—the global situation, the balance of power, the influence of high ranking persons and of impersonal forces, such as bureaucratic politics, on both sides—to shape Soviet and American behavior? Who or what was to blame (if blame can and should be assigned) for the Cold War? Why did that conflict take so long to end? Has it ended even now? What are the prospects for the future? Prior courses on Soviet history or politics, American politics or diplomatic history, and international relations are recommended but not required. Taught with Loewenstein Fellow, Dr. Vladislav Zubok, Institute on USA and Canada, Soviet Academy of Sciences.

Admission with consent of the instructor. Limited enrollment. First semester. Professor Taubman.

58. Seminar in Constitutional Law. This course is conceived as an advanced course on selected topics in law and political philosophy for students who have already had some preparation in these subjects. The topic for this year will be: The President in the Constitution. The first President of the United States had to be sworn in before there was a Chief Justice or any laws of the United States to execute. Without the signature of the President, no measure passed by Congress would have the standing of a law; and without the appointment of the President, no one could be placed on the Supreme Court. In that moment, before courts and laws, the President held an authority to deploy force and preserve the American republic. As the Supreme Court came to recognize, the statutes of Congress, and some of the powers of the President were older than the Constitution itself. This seminar will consider the debates on the presidency that were part of the framing of the Constitution; and it will consider the leading cases—some notable, some forgotten—which have marked the reach of the powers of the President within the American Constitution.

Requisites: Political Science 41, and/or any of the following—Political Science 20, 22, 50. Courses in law and political theory. Limited enrollment. Admission with consent of the instructor. Second semester. Omitted 1991-92. Professor Arkes.

59s. Contemporary Political Thought. A consideration of twentieth-century political thought in light of the apparent failure of the modern/enlightenment project. The critique of rationality initiated by Nietzsche (the suggestion of an internal relation between reason and domination) will be our starting point. Readings from Nietzsche, Weber, Lukacs, Adorno, Heidegger, Arendt, Habermas, Althusser, Foucault, Lyotard, Derrida.

Limited enrollment. Second semester. Omitted 1991-92. Professor Villa.

60. Punishment and Political Order. The power to impose law and to punish crime is central to the institution of the modern state. This course explores the diverse ways states carry out this power in the contemporary world. We will investigate the different modes of punishment by which states exercise their authority and seek to legitimate themselves—e.g., confinement in cells, incarceration in asylums, torture, killing, even education and rehabilitation. We will inquire into punishment as it operates in liberal-democratic and socialist states, especially, the United States and the Soviet Union, and in the emergent post-colonial political systems. Our goal throughout will be to study crime and punishment as a means of illuminating the character of modern political regimes and of understanding how states employ coercion to ensure their rule.

Second semester. Professor Dumm.

61. Taking Marx Seriously. This seminar will be devoted to a close reading of Marx's text. The main themes we will discuss include Marx's conception of the state and civil society, law and morality, and his critique of alienation, bourgeois freedom and democracy. We will also examine Marx's theories of historical progress, the genesis of capitalist economic relations and "human emancipation." Special attention will be given to Marx's treatment of such concepts as petty-bourgeoisie, lumpenproletariat, and revolution.

Limited enrollment; preference will be given to those who have had some exposure to Marx in previous courses. First semester. Professor Machala.

62. Political Peasants: Revolution, Resistance, and Consciousness. During the past 100 years, people living in rural areas have acted repeatedly to transform the world—by stopping change, altering it, or seeking altogether more radical change—with the goal of establishing better and more just lives for themselves and their communities. Workers in mines and factories also have bloody histories of resistance and rebellion. How and why has this occurred? With what pasts, presents and futures do people quietly resist daily oppression, join political parties, unions, and independent grassroots organizations, and sometimes take up arms? How do consciousness, gender, family and community life, and work connect to politics and violence? What is the relationship between national processes of state formation, economic development, and cultural representation, and processes of resistance and rebellion? We will examine these questions by studying a variety of responses on the part of peasants and workers to the development of states and the expansion of capitalism in Latin America, Africa, and Asia.

Admission with consent of the instructor. Second semester. Professor Rubin.

65s. Power and Representation in American Politics. The United States is a representative democracy, but both parts of that description are being challenged anew these days by a variety of thinkers who have resurrected Nietzsche as a political theorist. In this course we will ask in what ways the alleged "crisis of representation," associated most prominently with post-structuralist claims concerning the instability of meaning and the primacy of power, has affected the study and practice of politics in the United States. We will study works by theorists such as Jacques Derrida, Michel Foucault, Jean-Francois Lyotard, Donna Haraway, and Michael Rogin. We will inquire into the relationship between representation and power in several areas of politics, including sexuality, crime, electoral politics, and national security. This course is a seminar.

Admission with consent of the instructor. Second semester. Omitted 1991-92. Professor Dumm.

68. Social Movements, Parliamentary Democracy and the State. They forced themselves onto the public agenda through university occupations, challenges to patriarchal authority in the family, and sitdown strikes in factories and offices in the '60s and early '70s. Although what came to be known as the new social movements were most publicized in Paris and Berkeley, they were no less active in the villages of India and the shantytowns of Brazil. But a decade later these social movements no longer appeared to be so new. Not only were they experiencing similar dilemmas to movements which had preceded them but they were increasingly being eclipsed by grass roots movements of the Right.

What accounts for both the extraordinary vitality as well as the severe crises which afflicted feminist, peace and ecology movements? How did their legacy, among other factors, inadvertently contribute to the emergence of anti-feminist militarist and religious fundamentalist movements? While focussing on the emergence of these movements within civil society, we will address the dialectic which informs the relationship between social movements and the state. Social movements will be analyzed in various regions of the third and first worlds.

Admission with consent of the instructor. Limited enrollment. Second semester. Professor Basu.

D77, 78. Senior Honors. Totaling three full courses, usually a double course in the fall and one regular course in the spring.

Open to Seniors who have satisfied the necessary requirements. First and second semesters. The Department.

97, 98. Special Topics.

First and second semesters.

The following courses are listed for inclusion in a Political Science Major.

Rights and Wrongs. See Law, Jurisprudence and Social Thought 22. To enroll in this course students need not have taken Law, Jurisprudence and Social Thought 21.

Second semester. Omitted 1991-92. Professors Kearns, Sarat, and Saker.

The Rhetoric of Law: Proof and Persuasion in the Legal Process. See Law, Jurisprudence and Social Thought 30.
Second semester. Professors Douglas and Sarat.

PSYCHOLOGY

Professors Aries, Coplin, Grose, Olver, Raskin (Chair), Sorenson, and Weigel; Assistant Professors Demorest* and Duffy; Visiting Assistant Professor Catlin.

Major Program. Students majoring in Psychology are required to elect nine full courses in Psychology. On occasion, in consultation with the Department, a student may include one course in a closely allied field in a major program.

In order to insure a comprehensive understanding of the discipline, students are expected to satisfy specific distribution requirements within the major program. These "core" courses include Psychology 11, 12 or 26, 22, and any one of the following: Psychology 20, 21, 27, 28, 30, 31, 32, or 44. Honors level grades are required (B− or higher) in each of the four "core" courses submitted in satisfaction of departmental distribution requirements. Failure to attain a grade of B− or better in a core course means that remedial work will have to be arranged and a qualifying exam passed if the student is to continue to be a psychology major.

Honors Research. A limited number of majors will engage in honors research under the direction of a faculty member during their Senior year. Honors research involves credit for three courses (usually one course credit during the fall and two credits during the spring semester) and culminates in a thesis. The thesis usually involves both a review of the previous literature pertinent to the selected area of inquiry and a report of the methods and results of study conducted by the student. Any student interested in pursuing honors research in psychology should discuss possible topics with appropriate faculty before the end of second semester, Junior year.

11. Introduction to Psychology. An introduction to the nature of psychological inquiry regarding the origins, variability, and change of human behavior. As such, the course focuses on the nature-nurture controversy, the processes associated with cognitive and emotional development, the role of personal characteristics and situational conditions in shaping behavior, and various approaches to psychotherapy.
First semester. Professor Weigel.

11s. Introduction to Psychology. Same description as Psychology 11.
Second semester. Professor Catlin.

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*On leave 1991-92.

12f. Psychology as a Natural Science. This course will examine the utility of animal models for developing an understanding of human behavior. Primary emphasis will be placed on the contribution made by the psychobiological perspective to the understanding of human psychopathology.

First semester. Professor Raskin.

12. Psychology as a Natural Science. Same description as Psychology 12f.

Second semester. Omitted 1991-92. Professor Raskin.

20f. Social Psychology. The individual's behavior as it is influenced by other people and by the social environment. The major aim of the course is to provide an overview of the wide-ranging concerns characterizing social psychology from both a substantive and a methodological perspective. Topics include person perception, attitude change, interpersonal attraction, conformity, altruism, group dynamics, and prejudice. In addition to substantive issues, the course is designed to introduce students to the appropriate research data analysis procedures.

Requisite: Psychology 11. First semester. Professor Catlin.

21. Personality. A consideration of theory and methods directed at understanding those characteristics of the person related to individually distinctive ways of experiencing and behaving. Prominent theoretical perspectives will be examined in an effort to integrate this diverse literature and to determine the directions in which this field of inquiry is moving. These theories will then be applied to case histories to examine their value in personality assessment.

Requisite: Psychology 11. Limited to 40 students. First semester. Omitted 1991-92. Professor Demorest.

22f. Statistics and Experimental Design. An introduction to and critical consideration of experimental methodology in psychology. Topics will include the formation of testable hypotheses, the selection and implementation of appropriate procedures, the statistical description and analysis of experimental data, and the interpretation of results. Articles from the experimental journals and popular literature will illustrate and interrelate these topics and provide a survey of experimental techniques and content areas.

Requisite: Psychology 11 or consent of the instructor. First semester. Professor Aries.

22. Statistics and Experimental Design. Same description as Psychology 22f.

Second semester. Omitted 1991-92.

24f. Developmental Psychobiology. A study of the development of brain and behavior in mammals. The material will cover areas such as the development of neurochemical systems, how the brain recovers from injury, and how early environmental toxins influence brain development. Emphasis will be placed on how aberrations in the central nervous system influence the development of behavior.

Requisite: Psychology 26 and consent of the instructor. Limited enrollment. First semester. Omitted 1991-92. Professor Raskin.

26. Physiological Psychology. A broad-based introduction to the neural bases of animal and human behavior. Included are topics such as sensory and motor processes, motivation and emotion, and learning and memory. Three class hours and three hours of laboratory work per week.

Requisite: Consent of the instructor (Psychology 22 recommended). Second semester. Professor Sorenson.

27. Developmental Psychology. A study of human development across the life span with emphasis upon the general characteristics of various stages of development from birth to adolescence and upon determinants of the developmental process.

Requisite: Psychology 11 or 12. First semester. Professor Olver.

27s. Developmental Psychology. Same description as Psychology 27.

Requisite: Psychology 11 or 12. Second semester. Omitted 1991-92. Professor Olver.

28f. Abnormal Psychology. A study of the psychodynamics and psychotherapy of psychological disorders with a focus on the emotional disorders.

Requisite: Psychology 11 or 12. Not open to Freshmen. Limited to 40 students. First semester. Professor R. Halgin of the University of Massachusetts.

30. The Development of Psychoanalytic Theory. An examination of the chronological development of Freud's clinical method, data and theories. Freud's clinical cases will be considered as a vehicle for understanding the interplay between clinical evidence and theory, and the evolution of the psychoanalytic method and model of the mind. The progression of Freud's ideas in the direction of object relations theory, and the scientific validity of Freud's major formulations will be discussed.

Requisite: Psychology 11 or 12. Limited to 20 students. Second semester. Professor Aries.

31. Emotion. The study of emotion is surveyed from various psychological perspectives: physiological; developmental; cognitive; social; personality. The promises and problems inherent in trying to examine emotional processes will also be explored via a class research project, the specific topic to be arranged by the class and instructor.

Requisite: Psychology 11. First semester. Omitted 1991-92. Professor Demorest.

32. Psychology of Adolescence. This course will focus on the issues of personal and social changes and continuities which accompany and follow physiological puberty. Topics to be covered include physical development, autonomy, identity, intimacy, and relationship to the community. The course will present cross-cultural perspectives on adolescence, as well as its variations in American society. Both theoretical and empirical literature will be examined.

Requisite: Psychology 11. Limited enrollment. Second semester. Omitted 1991-92. Professor Aries.

35s. Psychopathology of Adolescence. An examination of the psychological disorders of adolescence in light of the developmental tasks and processes that characterize the age group. Emphasis will be placed on presenting the biological, psychodynamic and psychosocial perspectives on the etiology and treatment of these disorders. Topics such as eating disorders, identity disorders, aggressive and delinquent behavior, drug abuse, schizophrenia, depression and suicide will be covered.

Requisite: Psychology 12 plus a course in developmental psychology (Psychology 27, 32 or 36). Limited to 20 students. Second semester. Omitted 1991-92. Professors Aries and Raskin.

36. Psychology of Aging. An introduction to the psychology and psychobiology of aging. Course material will focus on the behavioral changes which occur during the normal aging process. Age differences in learning, memory, perceptual and intellectual abilities will be investigated. In addition, emphasis will be placed on the neural correlates and cognitive consequences of disorders of aging such as Alzheimer's disease. Course work will include systematic and structured observation within a local facility for the elderly.

Requisite: Psychology 11 or 12. Limited to 20 students. Second semester. Professor Raskin.

38f. Psychopharmacology. An introduction to the pharmacological analysis of behavior. Major emphasis will be placed on the actions of drugs on the central nervous system and consequently on behavior, and on the use of drugs in animal experimentation as a powerful analytical tool.

Requisite: Psychology 26 and consent of the instructor. Limited enrollment. Not open to Freshmen. First semester. Professor Sorenson.

40. Sex Role Socialization. An examination of the socialization processes throughout life that produce and maintain sex-typed behaviors. The focus is on the development of the psychological characteristics of males and females and the implications of that development for participation in social roles. Consideration of the biological and cultural determinants of masculine and feminine behaviors will form the basis for an exploration of alternative developmental possibilities. Careful attention will be given to the adequacy of the assumptions underlying psychological constructs and research in the study of sex differences.

Requisite: Psychology 11 or 12. Limited to 20 students. Second semester. Omitted 1991-92. Professor Olver.

42f, 42. Psychology Seminar. Members of the Department will occasionally offer seminars designed to give the student an opportunity to study a selected topic in depth.

3. GROUP PROCESS AND BEHAVIOR CHANGE. A number of theories of group functioning will be examined, including the works of Freud, Moreno, Bion, Rogers, Berne, and Perls. Special emphasis will be placed on attempts to use group functioning to induce behavior change as in the group therapies, sensitivity training, encounter, and marathon groups.

Requisite: Psychology 11 and consent of the instructor. Second semester. Omitted 1991-92. Professor Coplin.

4. CONTEMPORARY ISSUES IN SOCIAL PSYCHOLOGY. This seminar will examine research methods employed in social psychology. Students are responsible for developing a research design, collecting and analyzing the appropriate data, and writing a journal-style article describing the background, logic and results of their investigation.

Requisite: Psychology 11, 22, and written consent of the instructor. Second semester. Omitted 1991-92. Professor Weigel.

6. THE PSYCHOBIOLOGY OF STRESS. This course will explore the phenomenon of stress, its physiological and psychological correlates, and strategies for reducing its untoward consequences. We will begin by considering alternative views of the nature of stress, focusing on the difficulty of objectively describing the characteristics of environmental "stressors." Then we will review the neuroendocrine concomitants of stress and evaluate the role of stress in the etiology of a variety of disorders of health and behavior including: psychosomatic disorders, sudden death, hyperaggressiveness, obesity, impotence, depression, schizophrenia, and infantile autism. Next we will explore the basis of individual differences in stress responding, including the possible origins of "Type A" verus "Type B" personality characteristics. Then we will turn to efforts to prevent or reduce stress and to attenuate anxiety, a psychological correlate of stress. We will evaluate efforts to develop animal models of anxiety, efforts to determine the neural substrates of this emotional state, and efforts to develop pharmacological and behavioral treatments for stress and anxiety. Finally we will consider evidence suggesting that drug addiction involves the self-administration of pharmacological agents to alleviate stress or anxiety.

Requisite: Psychology 12 or 26. Limited to 20 students. First semester. Professor Sorenson.

7. RESEARCH IN PERSONALITY. This seminar will begin with an examination of the essential elements of research in personality: basic assumptions, conceptual hypothesis, operational hypotheses, methods, results, and conclusions. The importance of each of these elements and their appropriate linkage will be illustrated through the study of some of the field's classic investigations of self-perception, emotion, and insanity. Critical analysis will then be made of studies which represent various assumptions, hypotheses, and methods for the study of personality.

Students will then undertake their own research project on a topic of their choosing.

Requisite: Psychology 22 or consent of the instructor. Limited to 15 students. Second semester. Omitted 1991-92. Professor Demorest.

8. OPTIMAL HUMAN FUNCTIONING. This seminar will examine the theories of mental health that have been advanced in theoretical and applied psychology. Attention will be paid to the ways in which the assumptions behind the psychodynamic, behavioral, humanistic, and cognitive schools of psychology inevitably dictate differing models of mental health. We will also examine the problems inherent in reconciling conflicting ideals such as growth and stability, autonomy and relatedness, and objectivity and subjectivity. Toward the end of the semester the class will design and conduct an empirical study testing one or more hypotheses derived from current literature.

Requisite: Psychology 20, 21, or 22. Limited to 20 students. First semester. Omitted 1991-92. Professor Catlin.

43. Clinical Inquiry. This course involves an exploration of methods for identifying an individual's personality dynamics. We will consider issues of method of analysis (e.g., the merits of clinical versus statistical methods), as well as consider a range of materials for analysis (e.g., from autobiography or psychotherapy interview to questionnaires or projective tests).

Requisite: Psychology 21 and consent of the instructor. Limited to 15 students. First semester. Omitted 1991-92. Professor Demorest.

44f. Cognitive Psychology. A study of the mental processes which underlie our ability to perceive, reason, and use language. The course will evaluate the current conception of the mind as an information processing device. Evidence for this conception will be taken from studies of both normal and brain-damaged subjects. In addition, where relevant, work in related fields of artificial intelligence, linguistics, and philosophy will be considered. Finally, we will discuss the implications of cognitive theories for understanding a number of topics, including the nature of intelligence and creativity, the accuracy of eyewitness testimony in the legal system and the origin of systematic biases in medical decision-making.

Requisite: Psychology 11. Limited to 25 students. First semester. Professor Duffy.

46. The Psychology of Language. A study of the human capacity for creating and using language. This seminar will address a number of current research questions on the psychology of language. These include the question of what we mean by "language" in light of recent efforts to teach language to primates, the question of what is innate and what is learned during language acquisition, and the question of how the cognitive system is structured to process linguistic input as we read or listen.

Requisite: Psychology 11. Limited to 20 students. Second semester. Professor Duffy.

48. The Child's Construction of Reality. An examination of children's changing representations of their physical and social worlds, of the processes by which these representations are created and modified, and of the biological and cultural factors that affect these developments. We will consider such questions as how children come to understand the properties of physical objects, the distinction between living and non-living entities, and the organization of social interactions. Drawing on Piagetian and information-processing approaches, we will examine classic studies of the development of the concepts of object permanence, causality, and self as well as recent explorations of children's knowledge of gender and theories of mind.

Requisite: Psychology 11 or 12. Second semester. Professors Duffy and Olver.

77, 78 or D78. Senior Honors. Open to Senior majors in Psychology who have received departmental approval. First and second semesters.

97, H97; 98, H98. Special Topics. This course is open to qualified students who desire to engage in independent reading on selected topics or conduct research projects. Preference will be given to those students who have done good work in one or more departmental courses beyond the introductory level. A full course or a half course.

Open to Juniors and Seniors with consent of the instructor. First and second semesters.

RELIGION

Professors Doran, Niditch (Chair), Pemberton‡, and Wills; Assistant Professors Elias and Gyatso.

The study of Religion is a diversified and multi-faceted discipline which involves the study of both specific religious traditions and the general nature of religion as a phenomenon of human life. It includes cultures of both the East and West, ancient as well as modern, in an inquiry that involves a variety of textual, historical, phenomenological, social scientific, theological and philosophical methodologies.

Major Program. Majors in Religion will be expected to achieve a degree of mastery in three areas of the field as a whole. First, they will be expected to gain a close knowledge of a particular religious tradition, including both its ancient and modern forms, in its Scriptural, ritual, reflective and institutional dimensions. Ordinarily this will be achieved through a concentration of courses within the major as well as, often in the case of Honors majors, the Senior thesis. A student might also choose to develop a program of language study in relation to this part of the program, though this would not ordinarily be required for or count toward the major. Second, all majors will be expected to gain a more general knowledge of some other religious tradition quite different from that on which they are concentrating. This will usually require students concentrating on a Western religion to achieve a secondary mastery of an aspect of Eastern religion and vice versa. Ordinarily, this requirement will be met by one or two courses. Third, all majors will be expected to gain a general knowledge of the theoretical and methodological resources pertinent to the study of religion in all its forms. It is further expected of Honors majors that their theses will demonstrate an awareness of the theoretical and methodological issues ingredient in the topic being studied.

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‡On leave second semester 1991-92.

Majors in Religion are required to take Religion 11s, Introduction to the Study of Religion, and a course in the comparative study of religious traditions, as well as six additional courses in Religion or related studies approved by the Department. In meeting this requirement, majors and prospective majors should note that no course in Religion (including Five College courses) or in a related field will be counted toward the major in Religion if it is not approved by the student's departmental advisor as part of a general course of study designed to cover the three areas described above. In other words, a random selection of eight courses in Religion will not necessarily satisfy the course requirement for the major in Religion.

All majors, including "double majors," are required early in the second semester of the Senior year to take a comprehensive examination in Religion. This examination will be designed to allow the student to deal with each of the three aspects of his or her program as described above, though not in the form of a summary report of what has been learned in each area. The emphasis will be on students' abilities to use what they have learned in order to think critically about general issues in the field.

Honors Program. Honors in Religion shall consist of Religion 11s, a course in the comparative study of religious traditions, and the thesis courses, Religion 77 and D78, plus four additional semester courses in Religion or related studies approved by the Department; satisfactory fulfillment of the general Honors requirements of the College; satisfactory performance in the comprehensive examination; and the satisfactory preparation and oral defense of a scholarly essay on a topic approved by the Department.

11. Introduction to the Study of Religion. The course attempts to gain insight into the phenomenon of religious experience through an analysis of the structure and dynamics of religious activity. The study will begin by examining a variety of interpretations of religious experience drawn from anthropological, sociological, psychoanalytic, theological, and other modes of inquiry, and then will evaluate the insights gained from these interpretations in terms of accounts of religious experience in contemplative, scriptural, and theological literature and the expressions of religious life in rituals and institutions of two contemporary religions of Eastern and Western cultures.

First semester. Professor Pemberton (Course Chair) and members of the Department.

12. Asian Religious Traditions. An introduction to the major religious traditions of India and China and their heirs in other Asian countries, with attention to interrelationships with popular cultures. This year we will examine the lives of outstanding exemplars, both powerful and humble, celibate and lay, in the various traditions. We will use scriptures, autobiographies, and historical and literary works to consider the varieties of Asian religious experience, and the place of the religious person in society, taking special interest in expressions of selfhood, individuality, and creativity. We will begin with founding figures, such as Buddha, Confucius, and Lao Tzu, and will proceed to piece together the materials available to trace the record of female adepts in these traditions. We will look at Indian mendicants, poetesses, siddha adepts, Chinese Ch'an masters, Japanese errant monks, Tibetan women yoginis and visionaries, Korean shamanesses, Thai forest saints, and others.

Second semester. Omitted 1991-92. Professor Gyatso.

15. Taoism and Confucianism. An investigation of the two principal religious and philosophical streams of thought in Chinese culture. The course will begin with a close reading of Lao Tzu and Chuang Tzu, focussing on their understanding of the Tao, nature, the feminine, and the practice of "non-action." This will be followed by an examination of Confucian insights into human nature, relationships, ritual and language, as expressed in the writings of Confucius, Mencius, Hsun Tzu, and Neo-Confucians Wang Yang-Ming and Chu Hsi. We will then examine several areas in which these traditions have influenced Chinese culture, including the ancient practice of oracle bone divination and the synchronistic theory of the *Book of Changes*, and outstanding works of Chinese poetry. In the latter part of the course we will study the impact of the two traditions on contemporary thought, both East and West, by reading recent Chinese fiction; writings by twentieth-century Chinese philosophers as well as theorists of architecture and place; and passages from Western philosophers (such as Martin Heidegger) and theologians who have been influenced by Taoist or Confucian thought.

First semester. Omitted 1991-92. Professor Gyatso.

16f. The Christian Religious Tradition. An examination of the development of Christian thought in Western culture from St. Augustine to Pascal. Special attention will be given to understanding the relationship of religious vision and self understanding to a particular historical moment and also to the problem of the religious life and social change. Readings will include St. Augustine's *Confessions*, selections from St. Thomas Aquinas' *Summa Theologica*, the poetry of Christian mystics and the rules of the monastics, Dante's *Divine Comedy*, selections from Catholic and Protestant reformers, and Pascal's *Pensees*.

First semester. Professor Pemberton.

17s. The Islamic Religious Tradition. This survey course examines Islamic religious beliefs and practices from the origins of Islam to the present, stressing Islamic religious ideas and institutions in a historical perspective. Central issues—sectarianism and mysticism—and the variety of

Islamic understandings of monotheism, prophethood, ritual and society will be the focus of the course. The primary goal of the course will be to understand what is taking place in the history of Islamic religion.
Second semester. Professor Elias.

21. Hebrew Scriptures. The rich and varied literary traditions of the Old Testament will be studied against the background of ancient Near Eastern myth, ritual, and law. We will trace the ways in which the theological message of the Old Testament and its literary forms adapt to and parallel developments in Israel's history and social structure.
First semester. Professor Niditch.

22. Christian Scriptures. An analysis of New Testament literature as shaped by the currents and parties of first-century Judaism. Emphasis will be placed on the major letters of Paul and the four Gospels.
Second semester. Professor Doran.

23s. Buddhist Scriptures. An introduction to Buddhist theory and practice through a literary, historical, and philosophical study of principal Buddhist texts. Primary attention will be given to the Buddhist critiques of essentialism and the metaphysics of the self, and related Buddhist perspectives on the nature of emotion, perception, mind and body, personal and social practice, and the question of liberation. These issues will be traced thematically from the early Pali accounts of the life and teachings of the Buddha to the paradoxical *Wisdom Gone Beyond* literature and Mahayana texts that explore the practice of compassion in Indian, Tibetan, Chinese, and Japanese tradition. In the latter part of the course we will take up several special topics, including the image and reality of women in Buddhism, the East Asian development of the iconoclastic Ch'an/Zen tradition, and the notion of sudden enlightenment. A lecture course with class discussions.
Second semester. Professor Gyatso.

24. Muhammad and the Qur'an. The course explores the origins of the Islamic religious tradition through its scripture, the Qur'an, and the life of its prophet, Muhammad. Muhammad's biography is analytically approached to understand the degree to which it has influenced the development of Islamic belief and ritual. The Qur'an is studied through its content, its origins, and the impact it has had on the development of Islam. The main purpose of the course is to examine the two religious phenomena which are considered central by all Islamic sects and divisions.
Second semester. Omitted 1991-92. Professor Elias.

29. The Self Writing the Self: Autobiography in Religion. In this course we shall explore the nature of selfhood as it is constituted in the writing of autobiography, and the significance of such selfhood in religion. Our questions include: What do autobiographies tell us about the relationship of personal identity, individuality, subjectivity, and alienation to religious thought and practice? What can we say about the relationship of the way one lives one's life and one's self-identity to what is remembered and written in autobiography? To whom are autobiographers telling their self-stories, and why? What constitutes such critical experiences as moments of conversion, enlightenment, or self-consciousness? Our interpretive methodology will draw from literary theory and the history and psychology of religion. Students will also keep autobiographical journals for the course as an exercise in the practice of this genre of writing. Our texts will be both modern and pre-modern, from Eastern and Western traditions, written by eminent and humble personages, and by religious, as well as secular, autobiographers concerned with religious issues. Autobiographical texts to be studied include those of Augustine, Teresa of Avila, a Tibetan Buddhist hermitess, a Jewish Kaballist mystic, a Native American visionary, a Chinese-American authoress, a seventeenth-century Venetian Rabbi, an American freed slave, a Japanese pilgrim poet, and James Joyce.

First semester. Professor Gyatso.

32f. Religion in the Atlantic World, 1450-1808. An examination of the encounter of African and European religion in the creation and development of the Atlantic world, from the beginning of the slave trade until the Anglo-American withdrawal from it. How did African and European religions differ and how were they alike at the time of their meeting in the Atlantic world? How did they change in response to one another along the Western coast of Africa, in the Caribbean and in North America? Attention will be given throughout to both West African and Kongo-Angola religious traditions, to both Catholicism and Protestantism, to both elite and popular religious patterns, and to the role of Islam in Africa and the New World.

First semester. Omitted 1991-92. Professor Wills.

33. American Religious History I. A survey of the history of American religion from the colonial period to the Civil War. Emphasis will be placed on the theology and ethics of the New England Puritans (including Jonathan Edwards), the relations of Protestantism to the Revolution and the emergence in America of liberal democracy, the creation by the slaves of Afro-American Christianity and the development in the north of the independent black churches (particularly the A.M.E. church), and the role of religious figures in the antebellum critique and defense of slavery and industrialism. Attention will also be given to the formation of American Catholicism and American Judaism.

First semester. Professor Wills.

34. American Religious History II. A survey of the history of American religion from the Civil War to the present. Emphasis will be placed on the emergence and development (particularly within Protestantism) of a theology responsive to modern developments in natural science, social science and historical scholarship; the steady erosion of white Protestantism's cultural hegemony and the growing importance of Catholicism, Judaism and black religion; the continuing tension within all American religious communities between traditionalism and liberalization; the role of religious figures in criticizing and defending racial segregation, capitalism, and America's expanding role in international affairs; and the importance of the 1960s as a period of change in American religious life.

Second semester. Professor Wills.

36f. Religion and Politics in the United States. An examination of the role of religious ideas, institutions, identity, and individual leaders in American politics. Attention will be given to the interplay between "civil religion" and religious pluralism, the origins and meaning of the separation between church and state, the relation of religious to political loyalty in the various American party systems, the attempts of religious groups to shape the resolution of public issues, and the role of influential religious leaders in political life. Though broadly historical, the course will emphasize developments of recent decades, e.g., Catholicism in American politics from John F. Kennedy to Geraldine Ferraro, black religion and black politics from the civil rights movement to the Jesse Jackson candidacy, Judaism's response to the emergence of the state of Israel and the course of the United States' policy toward the Middle East, and the political resurgence of American evangelicalism from Jimmy Carter to Pat Robertson.

First semester. Omitted 1991-92. Professor Wills.

39. Women in Judaism. A study of the portrayal of women in Jewish tradition. Readings will include biblical and apocryphal texts; Rabbinic legal *(halakic)* and non-legal *(aggadic)* material; selections from medieval commentaries; letters, diaries, and autobiographies written by Jewish women of various periods and settings; and works of fiction and nonfiction concerning the woman in modern Judaism. Employing an interdisciplinary and cross-cultural approach, we will examine not only the actual roles played by women in particular historical periods and cultural contexts, but also the roles they assume in traditional literary patterns and religious symbol systems.

First semester. Omitted 1991-92. Professor Niditch.

40. Prophecy, Wisdom, and Apocalyptic. We will read from the work of the great exilic prophets, Jeremiah, Ezekiel, and Isaiah, examine the so-called "wisdom" traditions in the Old Testament and the Apocrypha exemplified by Ruth, Esther, Job, Ecclesiastes, Proverbs, Susanna, Tobit, and Judith, and, finally, explore the phenomenon of Jewish apocalyptic in works such as Daniel, the Dead Sea Scrolls, 4 Ezra, and 2 Baruch. Through these writings we will trace the development of Judaism from the sixth century B.C. to the first century of the Common Era.

Second semester. Professor Niditch.

41. The Rabbinic Mind. We will explore Rabbinic world-views through the close reading of *halakic* (i.e., legal) and *aggadic* (i.e., non-legal) texts from the Midrashim (the Rabbis' explanations, reformulations, and elaborations of Scripture) the Mishnah, and the Talmud. Employing an interdisciplinary methodology which draws upon the tools of folklorists, anthropologists, students of comparative literature, and students of religion, we will examine diverse subjects of concern to the Rabbis ranging from human sexuality to the nature of creation, from ritual purity to the

problem of unjust suffering. Topics covered will vary from year to year depending upon the texts chosen for reading.
First semester. Professor Niditch.

44. Greeks, Romans, Jews: Roots of Anti-Semitism. This course will trace the interaction between Jewish communities and their non-Jewish neighbors in Mediterranean antiquity from the time of Alexander the Great (330 B.C.E.) to the Theodosian Code (435 C.E.). We will explore the way in which Jews were admired as a philosophic race and hated as the consummate "Other." We will try to situate Greek, Roman and early Christain writings about Jews and examine the Jewish responses to these writings in their proper socio-economic and cultural environments. Readings include works by Jewish authors such as Philo and Josephus, Roman authors such as Horace and Cicero, and selections from the Church Fathers.
Second semester. Omitted 1991-92. Professor Doran.

45. History of Christianity—The Early Years. This course deals with issues which arose in the first five centuries of the Christian Church. We will examine first how Christians defined themselves vis-à-vis the Greek intellectual environment, and also Christian separation from and growing intolerance towards Judaism. Secondly, we will investigate Christians' relationship to the Roman state both before and after their privileged position under Constantine and his successors. Thirdly, the factors at play in the debates over the divinity and humanity of Jesus will be examined. Finally, we will look at the rise and function of the holy man in late antique society as well as the relationship of this charismatic figure to the institutional leaders of the Christian Church. Note will be taken that if it is primarily an issue of the holy *man,* what happened to the realization of the claim that "in Christ there is neither male nor female"? What too of the claim that "in Christ there is neither free nor slave"?
First semester. Professor Doran.

48. Christian Thought in the Modern World. An examination of the writings of selected Catholic and Protestant theologians of the nineteenth and twentieth centuries in terms of two questions: What is the status of Christian belief in an age of science? What is the relationship of Christianity to non-Christian religions? The course will examine such issues as the relationship between religious commitment, theological doctrine, and scientific inquiry; and the authority of church and scripture in relationship to religious pluralism and the historical and cultural relativism of religion.
Second semester. Omitted 1991-92. Professor Pemberton.

53. Sufism. The course approaches Sufism from several directions: it examines individual Muslim mystics and Sufi martyrs; studies the social organization of Sufi communal life and religious practice; explores the symbolism of mystical poetry and Sufi philosophy; analyzes the ideas of the perfect man and the *mahdi* in esoteric Islam; and traces the development of Sufism in Africa and India. The primary goal of the course is to understand the spiritual dimensions of Islamic religious leadership and

the variety of its manifestations in the intellectual life, social organizations, and regional diversification of the Islamic world.
First semester. Professor Elias.

54. For Every Pharaoh There Is a Moses: Defining an Islamic Theology of Liberation. In the past century, several Islamic movements and thinkers have emphasized liberation from political, social, economic, intellectual, spiritual, and institutional oppression as the primary need of Islamic society. In western scholarship, the question of Islamic liberation movements is normally treated as a political rather than religious issue, thus missing the primary concerns of the actors. The purpose of this course is to study modern Islamic writers and movements with the goal of formulating an Islamic theology of liberation. The course will commence with a brief study of the writings of Latin American liberation theologians. Once we have successfully defined a theology of liberation in this environment, we shall proceed to the main section of the course. This will involve a detailed analysis of scriptural passages relating to liberation as well as the study of major Islamic movements of this century (Pakistan Movement, Iranian Revolution) and the primary thinkers associated with them (Afghani, Iqbal, Shari'ati, Khomeini). Questions to be raised over the course of the semester include the relevance of traditional religious authority, the universal applicability of western Christian values, the justified use of violence, and the future of Islamic religion and society.
Second semester. Professor Elias.

55s. Islam and Modernity. The purpose of the course is to achieve an understanding of events occurring in the Islamic world today. Beginning with a discussion of the impact of colonialism on the Islamic world, we will examine Islamic ideas and trends in the late colonial and post-colonial periods. Readings will include studies as well as the religious, political, and literary writings of important Muslim figures. Movements, events and central issues (such as the changing status of women) will be examined in the context of modern nation states (Egypt, Iran, Pakistan, Saudi Arabia, Turkey). One of the main objectives is to show that what appear to be similar movements in the Islamic world are, in fact, widely disparate in their origins and goals.
Second semester. Omitted 1991-92. Professor Elias.

66. Myths of Women: East and West. In a seminar format we will examine major archetypal images and themes of the feminine that recur in Western and Eastern literature. Classical sources include the epic traditions of the ancient Near Eastern and Mediterranean worlds, Hebrew and Christian scriptures, Taoist philosophical writings, Chinese love poetry, Indian erotic poetry, and visualizations of the goddess in Tantric traditions. We will also explore aspects of psychoanalytic theory relating to the feminine by Freud, Jung, and Neumann, and contemporary feminist readings of the myth of woman by Kim Chernin, Carol Christ, and others. Finally, we will juxtapose images of women in American popular culture from 1950 to the present with writings by American feminists of the same period, in order to explore recent developments and tensions in contemporary myths of the American woman.

Second semester. Professors Gyatso and Niditch.

68. Fundamentalism in Comparative Perspective. "Fundamentalism" is a term now used to describe not only a movement within American Protestantism, but also past and present religious movements in other cultures. Is this usage a misleading projection of one people's experience on to the experience of others? Or is there an essential similarity among fundamentalist movements wherever they are found, a similarity that reveals something basic about the place of religious tradition in the modern world? This course will examine such questions through a comparative study of fundamentalist movements in American Protestantism and in Indian and Middle Eastern Islam. Throughout attention will be given to the concept of fundamentalism as it appears in various settings, the understanding of religious authority—both scriptural and institutional—as it has been developed in the various fundamentalist movements, the social groups and institutional settings within which fundamentalism has emerged and grown, the fundamentalist response to pluralism and secularism, and the relation of fundamentalist movements to the state. There will be an examination of nineteenth- as well as twentieth-century developments.

Second semester. Omitted 1991-92. Professors Elias and Wills.

72. Issues in Buddhist Philosophy. A seminar designed for a critical examination of major questions raised in Buddhist philosophy. The seminar will center on a close reading of key passages from the Madhyamaka radical dialectic of Nagarjuna and Candrakirti; the Buddhist hermeneutics of Mi-pham and Kukai; Dignaga's writings on language as absence (*apoha* theory); and the Yogacara critique of representation. Not only will we assess the success of these thinkers and schools within the overall Buddhist project to do philosophy without a metaphysical underpinning, we will also make our own assessment of these passages and their implications for contemporary discussions in philosophy. To stimulate our thinking for this latter question, we will read selected passages that bear upon Buddhist issues from Husserl, Heidegger, Process Philosophy, and Derrida. In the final portion of the seminar we will read the writings of the contemporary Buddhist philosopher Keiji Nishitani, who has engaged Western existential thought on the question of nihilism.

Admission with consent of the instructor. Limited enrollment. Second semester. Omitted 1991-92. Professor Gyatso.

77. Senior Honors. Required of candidates for Honors in Religion. Preparation and oral defense of a scholarly essay on a topic approved by the Department. Detailed outline of thesis and adequate bibliography for project required before Thanksgiving; preliminary version of substantial portion of thesis by end of semester.

Open to Seniors with consent of the instructors. First semester. The Department.

D78. Senior Honors. Required of candidates for Honors in Religion. A continuation of Religion 77. A double course.

Open to Seniors with consent of the instructors. Second semester. The Department.

97, 98. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

First and second semesters. The Department.

RELATED COURSES

Anthropological Approaches to the Study of Religion. See Anthropology 31s.

Not open to Freshmen. Second semester. Professor Babb.

Perspectives on Asia: Place, Image and Person in Art and in Text. See Asian 11.

First semester. Professors Gyatso and Morse.

Myth, Ritual and Iconography in West Africa. See Black Studies 26f.

First semester. Professors Abiodun, Goheen, and Lobdell.

African-American Religious History. See Black Studies 47s.

Second semester. Omitted 1991-92. Professor Wills.

The Reformation Era, 1500-1660. See History 7.

First semester. Omitted 1991-92. Professor Hunt.

ROMANCE LANGUAGES

Professors Benítez-Rojo, Caplan‡, Huet, Maraniss (Chair of Spanish), Rosbottom, and Sommer*; Associate Professors de la Carrera (Chair of French) and Hewitt*; Assistant Professor Rockwell‡; Lecturers Nawar and Otaño-Benítez; Visiting Assistant Professor Tlatli.

The objective of the Romance Languages major, whether in French or Spanish, is to learn about another culture directly through its language and principally by way of its literature. Literature is here understood as a significant expression of a culture.

Emphasis in courses is upon examination of significant authors or problems rather than on chronological survey. We read texts closely from a modern critical perspective, but without isolating them from their cultural context. To give students a better idea of the development of Romance Literatures throughout the centuries, we encourage majors to select courses from a wide range of historical periods, from the Middle Ages to the present.

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*On leave 1991-92.

‡On leave second semester 1991-92.

Fluent and correct use of the language is essential to successful completion of the major. Most courses are taught in French or Spanish. The Department also urges majors to spend a semester or a year studying in a French- or Spanish-speaking country.

The major in Romance Languages provides effective preparation for graduate work, but it is not conceived as strictly pre-professional training. The French and Spanish departments within the Department of Romance Languages share certain principles. The application of these principles to their majors is detailed below.

French

Major Program. The Department of French aims at flexibility and response to the plans and interests of the French major within a structure that affords diversity of experience in French literature and continuous training in the use of the language.

A major in French (both *rite* and Honors) will normally consist of a minimum of eight courses. Students may choose to take (a) eight courses in French literature and civilization; or (b) six courses in French literature and civilization and two related courses with departmental approval. In either case, a minimum of four courses must be taken from the French offerings in the Amherst College Romance Languages Department. All courses offered by the Department above French 3 (with the exception of French 8) may count for the major. The one rule of selection is that two of the eight courses submitted for the major must be chosen from offerings in French literature before the nineteenth century. Comprehensive examinations must be completed no later than the seventh week of the second semester of the Senior year.

Honors Program. In addition to the major program described above, a candidate for departmental Honors may write a thesis in French. Students planning to write a thesis should submit a proposal during the first week of their senior year. Oral examinations on the thesis will be scheduled in the late spring. Candidates will normally elect 77 and 78 in their Senior year.

Foreign Study. A program of study approved by the Department for a Junior year in France has the support of the Department as a significant means of enlarging the major's comprehension of French civilization and as the most effective method of developing mastery of the language.

Exchange Fellowships. Graduating Seniors are eligible for two Exchange Fellowships for study in France: one fellowship as Teaching Assistant in American Civilization and Language at the University of Dijon; the other as Exchange Fellow, Ecole Normale Supérieure in Paris.

Placement in French language courses. See individual course descriptions for placement indicators. Placement in French literature courses. Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of French 5 or a course of equivalent level in secondary school French (Advanced Standing or a score of 600 in CEEB placement).

FRENCH LANGUAGE AND COMPOSITION

1. Elementary French. This course features a rapid exposition of French grammar with emphasis on the acquisition of active skills (speaking, writing and a systematic building up of vocabulary). Attention will be drawn to the overall structure of the language, to its linguistic particularities, as well as to the ways French society and institutions are reflected in the language. Three hours a week for explanation and demonstration, plus small sections with French assistants. Prepares for French 3.

For students without previous training in French. First semester. The Department and Assistants.

1s. Elementary French. Same description as French 1.

Second semester. The Department and Assistants.

3. Intermediate French. This course involves intensive review of grammar and oral practice along with reading and analysis of literary texts. Three hours a week for explanation and demonstration, plus small sections with French assistants.

Requisite: French 1 or two years of high school French. First semester. The Department and Assistants.

3s. Intermediate French. Same description as French 3.

Second semester. The Department and Assistants.

5. Language and Literature. An introduction to the critical reading of French literary and non-literary texts; a review of French grammar; training in composition, conversation and listening comprehension. Reading will be drawn from significant short stories, plays and poetry from the modern period. The survey of different literary genres serves also to contrast several views of French culture. Successful completion of French 5 prepares students for literature and advanced courses. Conducted in French. Three hours a week.

For students with three or four years of secondary school French and a CEEB score between 500-600. First semester. The Department and Assistants.

5s. Language and Literature. Same description as French 5.

Second semester. The Department and Assistants.

7. Textual Analysis and Writing Skills. The principles and practice of expository writing: development of correct and effective expression in French. Intensive training in composition organized around a variety of modern texts (poetry, novels, essays from Baudelaire to Sartre). Highly recommended for future French majors.

Requisite: French 5 or equivalent. First semester. Professor Rockwell.

7s. Textual Analysis and Writing Skills. Same description as French 7.

Second semester. Professors Huet and de la Carrera.

8f. French Conversation: Contemporary France. To gain as much confidence as possible in idiomatic colloquial French we discuss—undogmatically—French social institutions and culture. In general we try to appreciate differences between French and American viewpoints. Our conversational exchanges will touch upon such topics as French education, French art and architecture, the position of women, the spectrum of political parties, minority groups, religion and the position of France and francophonic countries in the world. (French 8 does not count toward the French major.) Highly recommended for students planning a Junior Program in France.

Requisite: French 5 or equivalent. First semester. Professors de la Carrera and Tlatli.

8. French Conversation: Contemporary France. Same description as French 8f.

Second semester. Omitted 1991-92. The Department and Assistants.

FRENCH LITERATURE AND CIVILIZATION

11. Cultural History of France: From the Middle Ages to the Revolution. A survey of French civilization: literature, history, art and society. We will discuss Romanesque and Gothic art, the role of women in Medieval society, witchcraft and the Church, Reformation and Counter-Reformation, the centralization of power and the emergence of absolute monarchy. Slides and films will complement lectures, reading and discussion of monuments, events and social structures. Conducted in French.

Requisite: French 5 or equivalent. First semester. Professor Caplan.

12. Cultural History of France: From 1789 to the Present. A survey of French culture from the Revolution of 1789 to the present. The course will focus on the social and literary changes that occurred in the wake of a series of revolutions (1789, 1830, 1848, 1871), and the development of the modern political State. Slides, movies, and texts will help us understand the aesthetic movements that shaped the period: Romanticism, Symbolism, Decadence, Surrealism, contemporary thought. Special attention will be given to developments in the arts and architecture, from David to the Centre Pompidou and the Orsay Museum. Conducted in French.

Requisite: French 5 or equivalent. Second semester. Professor Huet.

20f. Literary Masks of the Late French Middle Ages. The rise in the rate of literacy which characterized the early French Middle Ages coincided with radical reappraisals of the nature and function of reading and poetic production. This course will investigate the ramifications of these reappraisals for the literature of the late French Middle Ages. Readings will include such major works as: *Guillaume de Dole* by Jean Renart, the *Roman de la Rose* by Guillaume de Lorris, along with its continuation by Jean de Meun, and the poetic works of Charles d'Orléans and François Villon. Particular attention will be paid to the philosophical presuppositions surrounding the production of allegorical discourse. We shall also address such topics as the relationships between lyric and narrative and among disguise, death and aging in the context of medieval discourses on love. All texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Omitted 1991-92. Professor Rockwell.

21. Medieval French Literature: Tales of Love and Adventure. The eleventh and twelfth centuries witnessed social, political, and poetic innovations that rival in impact the information revolution of recent decades. Essential to these innovations was the transformation from an oral to a book-oriented culture. This course will investigate the problems of that transition, as reflected in such major works of the early French Middle Ages as: *The Song of Roland*, the Tristan legend, the *Laïs* of Marie de France, the Arthurian romances of Chrétien de Troyes, anonymous texts concerning the Holy Grail and the death of King Arthur. We shall also address questions relevant to this transition, such as the emergence of allegory, the rise of literacy, and the relationship among love, sex, and hierarchy. All texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Professor Rockwell.

22. Humanism and the Renaissance. Humanists came to distrust medieval institutions and models. Through an analysis of the most influential works of the French Renaissance, we shall study the variety of literary innovations which grew out of that distrust with an eye to their social and philosophical underpinnings. We shall address topics relevant to these innovations such as Neoplatonism, the grotesque, notions of the body, love, beauty, order and disorder. Readings will be drawn from the works of such major writers as: Erasmus, Rabelais, Marguerite de Navarre, Montaigne, Ronsard, Du Bellay, Maurice Scève and Louise Labé. The most difficult texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Omitted 1991-92. Professor Rockwell.

23s. The Doing and Undoing of Genres in the Seventeenth and Eighteenth Centuries. This course will explore the formation and transformation of various genres in seventeenth- and eighteenth-century literature.The topic for spring 1992 is: The eighteenth-century novel and theater in France. Readings will include texts by Diderot, Voltaire, Marivaux, Prévost, Laclos, Beaumarchais, and Lesage. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Professor de la Carrera.

24f. La Scène du Roi: Theater in the Age of Louis XIV. The absolute monarchy of Louis XIV, the Sun King, displayed and imposed itself in various theatrical ways: from the plays of Molière and Racine, to opera, ballet, and fireworks, as well as in portraits of the King (paintings, engravings, currency), not to mention the elaborate theatricality of daily life at Versailles. This course will stress Classical tragedy and comedy in France, with special emphasis on the social and political context in which these genres were produced. Additional materials will be drawn from other writers of the period (such as Pascal, La Fontaine, La Bruyère, and Saint-Simon), from the sociology of court society (Norbert Elias), and from related critical essays. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Omitted 1991-92. Professor Caplan.

25s. Literature of the French Enlightenment. An analysis of the major philosophical, literary and artistic movements in France between the years 1715 and 1789 within the context of their uneasy relationship to the social, political and religious institutions of the *ancien régime.* Readings will include a series of short texts that represent a wide variety of disciplines, among them philosophy (Voltaire's *Lettres philosophiques*), political theory (Rousseau's *Essai sur l'origine de l'inégalité*), travel literature (excerpts from Bougainville's *Voyage autour du monde*), fiction (Prévost's *Manon Lescaut*), art criticism (excerpts from Diderot's *Salons*), and theater (Beaumarchais's *Le Mariage de Figaro*). To gain a better sense of what it might have been like to live in eighteenth-century France, we shall also read a few essays in French cultural history from Robert Darnton's *The Great Cat Massacre.* Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Omitted 1991-92. Professor de la Carrera.

27s. The Nineteenth-Century French Novel. This course will study the development of the novel from Romanticism to Realism. We will discuss representations of class, gender, technology and revolution in works by Chateaubriand, Hugo, Balzac, Sand, Stendhal, Flaubert, Villiers de l'Isle Adam and Zola. Conducted in French with some readings in English.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Omitted 1991-92. Professor Huet.

28. Modern Poetry and Artistic Representation: From Baudelaire to Deguy. For spring 1992, this course focuses on the development of French poetry from the mid-nineteenth century to the advent of surrealism, with an emphasis on the relationship between poetry and other means of representation such as painting. Beginning with Baudelaire's experiments with verse and prose poetry and his attempts to portray modern Parisian life, we will then turn to the Parnassian movement and examine its aesthetic of art for art's sake. In our study of Symbolist poets (Mallarmé, Rimbaud, Verlaine), we will explore their relationships with painters and their influence on turn-of-the century poets such as Valéry. The course will end with an analysis of several precursors of surrealism (Jacob, Cendrars, Reverdy) and their connections with artistic movements such as cubism. Conducted in French.

Requisite: one of the following—French 7, 8, 11, 12 or equivalent. Second semester. Professor Sears of the University of Massachusetts.

29s. Tradition and Anti-Tradition in Twentieth-Century French Theater. A study of plays and theories that inform them. In addition to literary approaches to the plays, we will consider the relationship between text and performance (including its non-verbal sign systems—such as space, sound, visual effects—which contribute to the production of meaning). We will read works by such playwrights as Jarry, Cocteau, Claudel, Giraudoux, Anouilh, Sartre, Adamov, Tardieu, Ionesco, Genet, Beckett, Duras, Wittig. The theoretical works on theater will include selections from Artaud and Barthes. For their final project students may choose, instead of a final paper, to do a performance of scenes from one of the plays, followed by a discussion of their interpretative choices. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Omitted 1991-92. Professor Hewitt.

30. Contemporary French Literature: Crises and Transformation. The topic for spring 1992 is: Camus, Sartre and Aragon—Existentialism and "engagement" reconsidered in light of modern and post-modern theories of literature. This course studies literary and ideological transformations in prose works of the twentieth century. Our discussion will consider how conceptions of narrative have changed in the twentieth century, and special attention will be given to the relationship between technical innovations and ideological claims, between fiction and political events. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Professor Tlatli.

SPECIAL COURSES

31. The Poetics of Surrealism. This course will study the artistic innovations as well as the political claims that characterize the surrealist movement of the early twentieth century. It will focus on the new status of poetic discourse as it is portrayed in surrealist doctrine and creative texts. Particular attention will be given to automatic writing which opens up the relationship between surrealist art and psychoanalysis. We will also analyze the political function of art through a reading of the collective aims of the movement. Texts include those of Breton, Aragon, Eluard, and Soupault, among others. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Professor Tlatli.

32. European Film. A study of issues concerning European film, with a particular focus announced each time the course is offered. One two-hour class meeting per week plus weekly screenings. Conducted in English.

Limited to 40 students. Second semester. Omitted 1991-92. The Department.

34f. Critical Theory: Post-Modern Identity—Fear and the Subject. (Also Kenan Colloquium 13.) See Kenan Colloquium 13 for course description.

First semester. Professors Dumm and Huet.

35. Women in French Literature and Culture. The study of issues concerning women in France with a particular focus announced each time the course is offered.

First semester. Omitted 1991-92. Professor Hewitt.

36f. Literature in French Outside Europe: Introduction to Francophone Studies. This course will explore the issues of identity crisis and cultural alienation in the works of leading writers in French-speaking Africa, the Caribbean and Canada. Readings, discussions and papers will be exclusively in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Professor Gadjigo of Mount Holyoke College.

36. Literature in French Outside Europe: Literature of the Caribbean Region. (Also English 82 and Black Studies 65s). See English 82 for course description. Conducted in English.

Second semester. Professor Sander.

39s. French Literature and Society. A study of the relationship between social and literary structures. The topic changes from year to year.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Omitted 1991-92.

41. Advanced Seminar. An in-depth study of a major author or literary problem from specific critical perspectives (i.e., Derrida, de Man and Rousseau, Sartre and Flaubert; Bakhtin and Rabelais; Goldmann, Barthes and Racine). Conducted in French.

First semester. Omitted 1991-92. Professor de la Carrera.

43. Introduction to Comparative Studies. The topic for fall 1991 is: Dialogues Across Space and Time: The Eighteenth Century Rewritten by the Twentieth. The ideas of the Enlightenment and the events of the French Revolution have been a source of fascination for twentieth-century writers from countries as diverse as Cuba, South Africa, Czechoslovakia, and Italy. What issues have provoked this dialogue across space and time? How do twentieth-century writers reinterpret those issues to fit a modern context? What are the ideological and literary concerns that resonate across the centuries? We shall try to answer these and other questions by reading a group of twentieth-century works with and against a group of seminal eighteenth-century texts. Readings from the twentieth century will include Alejo Carpentier's *Explosion in the Cathedral,* J. M. Coetzee's *Foe,* Milan Kundera's *Jacques and His Master,* Italo Calvino's *The Baron in the Trees,* and Claude Simon's *The Georgics;* readings from the eighteenth

century will include Defoe's *Robinson Crusoe*, Rousseau's *Discourse on the Origin of Inequality*, Diderot's *Jacques the Fatalist*, and selected writings by Robespierre. Conducted in English.
First semester. Professor de la Carrera.

77, 78. Senior Honors. A single and a double course.
First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Courses. Full or half courses.
Approval of the Department Chair is required. First and second semesters.

Spanish

Major Program. The Department of Spanish expects its majors to have a broad and diverse experience in the literatures and cultures of Spanish-speaking peoples. To this end, continuous training in the use of the language and travel abroad will be emphasized.

A major in Spanish (both *rite* and Honors) will normally consist of (a) eight courses within the Department or (b) six courses within the Department and two related courses chosen with departmental approval. Majors are expected to take Spanish 16 and 17 or their equivalents. All courses offered by the Department above Spanish 3 may count for the major. At the minimum each major should develop a reasonable familiarity with the Golden Age, Spanish America, and Modern Spain. The comprehensive examination will normally be completed by the end of April.

Honors Program. In addition to the major program described above, a candidate for departmental Honors must present a thesis and sustain an oral examination upon the thesis. Candidates will normally elect D78 in the second semester of their Senior year.

Combined Majors. Both *rite* and Honors majors may be taken in combination with other fields, e.g., Spanish and French, Spanish and Religion, Spanish and Fine Arts. Plans for such combined majors must be approved in advance by representatives of the departments concerned.

Interdisciplinary Majors. Interdisciplinary majors are established through the College Committee on Special Programs, with the endorsement and cooperation of the Department or with the approval of individual members of the Department.

Study Abroad. Students majoring in Spanish are encouraged and expected to spend a summer, a semester, or a year studying in Spain or Spanish America. Plans for study abroad must be approved in advance by the Department.

Placement in Spanish language courses. See individual course descriptions for placement indicators.

Placement in Spanish literature courses. Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of Spanish 5 or a course of equivalent level at another institution (a score above 600 in the CEEB reading and listening texts, or Advanced Standing).

1. Elementary Spanish I. Grammar, pronunciation, oral practice, and reading. Major emphasis on speaking and on aural comprehension. Three hours a week in class, plus two hours with a teaching assistant and regular work in the language laboratory.

For students without previous training in Spanish. This course prepares for Spanish 3. First semester. Dr. Otaño-Benítez and Assistants.

1s. Elementary Spanish I. Same description as Spanish 1.
Second semester. Dr. Otaño-Benítez and Assistants.

3. Elementary Spanish II. Intensive review of grammar and oral practice. Reading and analysis of literary texts. Three hours a week in class plus one hour with a teaching assistant and regular work in the language laboratory. Prepares for Spanish 5.

For students with less than three years of secondary school Spanish who score below 500 in CEEB placement test. First semester. The Department and Assistants.

3s. Elementary Spanish II. A continuation of Spanish 1. Same description as Spanish 3.
Second semester. The Department and Assistants.

5. Language and Literature. An introduction to the critical reading of Spanish literary texts; an intensive review of Spanish grammar; training in composition, conversation and listening comprehension. Conducted in Spanish. Three hours a week in class and one hour with a teaching assistant. Regular work in the language laboratory. Prepares for more advanced language and literature courses.
First semester. Dr. Otaño-Benítez and Professor Maraniss.

5s. Language and Literature. Same description as Spanish 5.
Second semester. Dr. Otaño-Benítez and Assistants.

6f. Spanish Conversation. This course will develop the student's fluency, pronunciation and oral comprehension in Spanish. We will base our discussion on current issues and on the experience of the Spanish-speaking people of the United States, Latin America, and Spain. We will deal with media information through various sources (newspapers, television, radio, video). The course will meet for three hours per week with the instructor and one hour with a teaching assistant and work at the language laboratory. For students who have completed Spanish 5 or the equivalent in secondary school Spanish (advanced standing or a score above 600 in CEEB placement.)
First semester. Dr. Otaño-Benítez and Assistants.

6. Spanish Conversation. Same description as Spanish 6f.
Second semester. Dr. Otaño-Benítez and Assistants.

7. **Intermediate Spanish Composition.** Rapid review of Spanish grammar, intensive practice in literary translation and free composition. Highly recommended for future Spanish majors. Three hours of classroom work a week. Conducted in Spanish.

For students who have completed Spanish 5 or the equivalent in secondary school Spanish (advanced standing or a score above 600 in CEEB placement). First semester. Omitted 1991-92.

7s. **Intermediate Spanish Composition.** Same description as Spanish 7.
Second semester. Professor Maraniss.

16. **Introduction to Spanish Literature.** A study of Spanish consciousness from the beginning through the Golden Age. Emphasis on the chivalric and picaresque traditions, mystical poetry, sacred and secular drama, and the invention of the novel. Conducted in Spanish.

For students who have completed Spanish 5, or the equivalent in secondary school Spanish (advanced standing or a score above 600 in CEEB placement). Second semester. Professor Maraniss.

17. **Introduction to Spanish-American Literature.** An examination of the major literary contributions of Latin America from the indigenous *Popol Vuh* to the "post-boom" period of the 1980s. Students will be asked to place these works in a context of world literature as well as in the historical and social milieux from which they spring. An emphasis will be placed on the short story.

For students who have completed Spanish 5 or the equivalent (advanced standing or a score above 600 in CEEB placement). First semester. Professor Benítez-Rojo and Assistants.

22f. **Discovery, Conquest, and Modern Latin American Literature.** An exploration of the significance of discovery and conquest as key elements in the constitutive idealizations or enabling fictions of modern Spanish American literature. The course will be conducted in English as a lecture series (consisting of no fewer than ten lectures), to be given by Roberto González-Echevarría of Yale University. Works will be read in translation and should include works such as Octavio Paz's *Sunstone,* Nicolás Guillén's *The Daily Daily,* Alejo Carpentier's *The Lost Steps* and *The Harp and the Shadow,* and Gabriel García Marquez's *The General in His Labyrinth.*

First semester. Professor Maraniss.

24. **Modern Spanish Literature.** Readings from major writers of the Spanish generations of 1898 and 1927: Baroja, Machado, Valle-Inclán, Miró, García Lorca, Salinas, Alberti, Guillén, Cernuda. Conducted in Spanish.

Second semester. Omitted 1991-92. Professor Maraniss.

32. **Literature and Revolution in Spanish America.** This course will study the impact of revolution and revolutionary change in twentieth-century Spanish America on several literary genres. Special emphasis will be placed on the following topics: (1) the novel of the Mexican Revolution; (2) liter-

ary production inside and outside Fidel Castro's Cuba; (3) Sandinista poetry. Conducted in Spanish.

Second semester. Professor Benítez-Rojo.

39. Foundational Fictions. In the process of nation-building through the nineteenth and twentieth centuries, a number of Latin-American political, military and intellectual leaders wrote and/or called for novels that would promote unity through particular political and economic programs. This "highest form" of fictional narrative was to fill in the spotty and uncodified histories of emerging countries that felt the need for a legitimizing past. One feature of these books is that they are all fundamentally love stories, despite serious differences in historical context and in their authors' political persuasion. That is, political unity is represented as erotic conquest, and economic productivity often becomes reproductive love.

The novels include *Amalia* (Argentina), *Martín Rivas* (Chile), *María* (Colombia), *Sab* (Cuba), *Doña Bárbara* (Venezuela), and *Los pasos perdidos* (Cuba). This course will be conducted in Spanish.

First semester. Professor Benítez-Rojo.

40f. Spanish and Latin-American Film. Because of the heterogeneity of the material, the topic will vary from year to year. The course features Luis Buñuel, his early association with the Spanish literary and artistic vanguard (Valle-Inclán, García Lorca, Dalí), his life and his work within surrealism in France, commercialism in Hollywood, exile in Mexico, and later apotheosis as an old master of European cinema. To be conducted in English.

Limited to 50 students. First semester. Omitted 1991-92. Professor Maraniss.

41s. The Boom: Spanish-American Literature of the Sixties and Seventies. Recent prose works by leading Spanish-American authors will be considered both as they contribute to the tradition of Western narrative and as attempts to articulate what is perceived as a rapidly, sometimes violently, changing society. The experiments in narrative technique will thus be related to the process of making sense of the modern world. Works by Gabriel García Márquez, Carlos Fuentes, Jorge Luis Borges, Julio Cortázar, Juan Rulfo and Guillermo Cabrera Infante will be read in the original language whenever possible. The course will be conducted in Spanish.

Second semester. Professor Benítez-Rojo.

43s. Cervantes. *Don Quijote de la Mancha* and some exemplary novels will be read, along with other Spanish works of the time, which were present at the novel's birth. Students will also be asked to deal with Cervantes in connection with other writers whom he may have influenced, e.g., Sterne, Dickens, Flaubert, or Mark Twain. The course will be divided into two sections, one for those who will read and discuss Cervantes in Spanish, and one for those who will do so in English. English section limited to 25 students.

Second semester. Omitted 1991-92. Professor Maraniss.

44f. The Spanish Civil War: Art, Politics, and Violence. Fifty years ago, the Spanish Second Republic was engaged in a civil conflict that had become a holy war to the European left and right. This course will examine the effects of the war and its passions upon the lives and works of several exemplary writers and artists in England (Orwell, Auden, Romilly, Cornford), France (Malraux, Bernanos, Simon), Spain (Machado, Hernández, Lorca, Picasso), the United States (Hemingway, Dos Passos), and South America (Neruda, Vallejo). Students are encouraged to read texts in the original languages whenever possible. Conducted in English.

First semester. Professor Maraniss.

45s. Modernista Prose and Poetry. Reading and discussion of works by such writers of *Literatura pura* (1890-1920) as Martí, Casal, Gutiérrez Nájera, Silva, Darío, Larreta, Díaz Rodríguez, Quiroga, and the young Neruda. Conducted in Spanish.

Requisite: Spanish 16 or 17. Second semester. The Department.

77, D78. Senior Honors. A single and double course.

First and second semesters. The Department.

97, H97, 98, H98. Special Topics. The Department calls attention to the fact that Special Topics courses may be offered to students on either an individual or group basis.

Students interested in forming a group course on some aspect of Spanish life and culture are invited to talk over possibilities with a representative of the Department. When possible, this should be done several weeks in advance of the semester in which the course is to be taken.

First and second semesters.

RELATED COURSES

Readings in the European Tradition II: The European Short Story—An Introduction to Comparative Literature. See European Studies 22.

Second semester. Lecturer Trahan.

Caribbean History. See History 50f.

First semester. Professor Campbell.

Topics on the Caribbean and Latin America. See History 51s.

Second semester. Professor Campbell.

Seminar on Peoples and Cultures of the Caribbean. See History 52.

Open to Freshman with consent of the instructor. Limited to 25 students. Second semester. Omitted 1991-92. Professor Campbell.

Trade and Plunder in Latin America and the Caribbean. See History 53s.

Second semester. Omitted 1991-92. Professor Campbell.

Colonial Society in Latin America, 1492-1825. See History 56f.

First semester. Omitted 1991-92.

Introduction to Modern Latin America, 1880 to 1990. See History 57s.

Second semester. Professor to be named.

Bandits, Deviants and Rebels: Social Conflict and Resistance in Latin America, 1500-1990. See History 58f.
First semester. Omitted 1991-92. Professor Roldán.

Agrarian Society in Latin America. See History 59s.
Second semester. Omitted 1991-92. Professor Roldán.

Comparative Slave Systems. See History 91.
First semester. Professor Campbell.

Women and Social Change. See Women's and Gender Studies 12.
Second semester. The Department.

Introduction to Latin American Politics. See Political Science 36f.
First semester. Professor Rubin.

Central America in the United States. See Political Science 37s.
Second semester. Professor Rubin.

Perceptions of Childhood in African and Caribbean Literature. (Also English 60 and Black Studies 60.) See English 60 for description.
Second semester. Professor Cobham-Sander.

Introduction to Caribbean Literature in English. See English 63.
Open to Freshmen with consent of the instructor. First semester. Omitted 1991-92. Professor Cobham-Sander.

Literature of the Caribbean Region. (Also English 82, Black Studies 65s, and French 36.) See English 82 for description.
Second semester. Professor Sander.

RUSSIAN

Professors Peterson, Rabinowitz, and J. Taubman (Chair); Associate Professor Sandler*; Assistant Professors Ciepiela and Weeks; Lecturers Hswe and Schweitzer.

Major Program. There are two concentrations within the Russian major.

Russian Literature. This concentration requires eight courses: Russian 11 and 12; Russian 21, 22, and 23; at least one of the literary seminars; and two other Russian courses approved by the Department, one of which may be a course in Russian history or politics. (Russian 1 through 4 will not count toward the major.) Majors are urged to take all or part of the survey of Russian history (History 24, 25); English 11; and at least two or three courses in one other national literature.

Russian Studies. Russian Studies is an interdisciplinary concentration with the Russian major. It includes work in the literature, politics, history, and culture of Russia and the Soviet Union. It requires Russian 11, 12, 20, and 24; one course from the survey of Russian literature (Russian 21, 22, or 23); two courses in Russian history (History 24 and 25, or their equivalent); and one course in Soviet politics (Political Science 27 or its equivalent). (Russian 1 through 4 do not count toward the major.) Two other courses in politics and/or history are required supplements to the concentration in Russian Studies; Political Science 48 ("The Post-Communist State"), History 21 ("Eastern Europe") and History 26 ("Topics in Russian History") are particularly recommended.

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*On leave 1991-92.

Comprehensive Examination. Senior Comprehensives in the Russian Department consist of three parts: (1) a one-hour translation exercise; (2) a two-hour written commentary on the examination text's historical placement and its literary and/or cultural features; (3) an oral examination which tests the student's familiarity with, and grasp of, the major field of study. Information on recommended readings in Russian literature and culture, as well as a more detailed description of the comprehensive exam, is available from the student's assigned Departmental advisor.

Honors Program. In addition to the requirements for the major program, the Honors candidate must take Russian 77-78 during the Senior year and must prepare a thesis on a topic approved by the Department.

Study Abroad. Students are urged to consult with the Russian Department about the Summer and/or Semester Programs in Leningrad and Moscow for qualified American undergraduates. In addition, Amherst College is one of 23 American colleges and universities that form the American Collegiate Consortium for East-West Cultural and Academic Exchange, an organization that is administering the first academic exchange of U.S. and Soviet students for year-long studies. Regardless of major, Amherst students with a minimum of three years of college Russian are eligible to attend one of over 25 universities in the USSR republics and fully participate in the Soviet education system as Soviet students do.

1. First-Year Russian I. Introduction to the contemporary Russian language. In addition to presenting the fundamentals of Russian phonology, morphology, grammar and syntax, the course aims to help the student make balanced progress towards achieving competence in oral comprehension, speaking, reading, translating and writing. Four meetings per week, plus an obligatory conversation section.

First semester. Professor Rabinowitz and Lecturer Hswe.

2. First-Year Russian II. Continuation of Russian 1.

Requisite: Russian 1 or equivalent. Second semester. Professor Peterson and Lecturer Hswe.

3. Second-Year Russian I. Intensive review and further study of Russian grammar. This course stresses building of vocabulary, both active and passive, as well as continued development of aural comprehension and speaking skills. Texts for reading include fiction, non-fiction and poetry. Brief compositions in Russian will be assigned. Four weekly class meetings, conducted increasingly in Russian, plus work in the language laboratory.

Requisite: Russian 2 or equivalent. First semester. Professor Weeks.

4. **Second-Year Russian II.** Continuation of Russian 3.

Requisite: Russian 3 or equivalent. Second semester. Professor Ciepiela.

11. **Third-Year Russian: Studies in Russian Language and Culture I.** A survey of twentieth-century prose, poetry, and publicistic writing. Attention will also be paid to development of speaking skills and aural comprehension, systematic vocabulary building, and mastery of syntax. Conducted entirely in Russian, with frequent translation and composition assignments.

Requisite: Russian 4 or equivalent. First semester. Professor Taubman and Lecturer Schweitzer.

12. **Third-Year Russian: Studies in Language and Culture II.** A survey of nineteenth-century works of fiction, poetry and criticism. All texts will be read in the original Russian. Readings will include works by outstanding writers from Pushkin to Chekhov. Conducted entirely in Russian, with frequent writing assignments.

Requisite: Russian 11 or equivalent. Second semester. Professor Weeks and Lecturer Schweitzer.

H14. Advanced Intermediate Conversation and Composition. A course designed for intermediate level students who wish to develop their fluency, pronunciation, oral comprehension, and writing skills. Two hours per week.

Requisite: Russian 11 or consent of the instructor. Second semester. Lecturer Schweitzer.

H15. Advanced Conversation and Composition. A course designed for advanced students of Russian who wish to develop their fluency, pronunciation, oral comprehension, and writing skills. Two hours per week.

Requisite: Russian 12 or consent of the instructor. First semester. Lecturer Schweitzer.

17. **Strange Russian Writers.** We will read tales of rebels, deviants, dissidents, loners, and losers in some of the weirdest fictions in Russian literature. The writers, most of whom imagine themselves to be every bit as bizarre as their heroes, will include Odoevsky, Leskov, Platonov, Iskander, Sinyavsky, Tolstaya, Petrushevskaya, and perhaps Gogol or Dostoevsky. Our goal will be less to construct a canon of strangeness than to consider closely how estranged women, men, animals, and objects become the center of narrative attention. All readings in English translation. Frequent short writing assignments.

Limited to 25 students. First semester. Omitted 1991-92. Professor Sandler.

20f. The Culture of Old and New Russia. In this course we shall ask ourselves whether Russian culture may not profitably be understood in terms of a dynamic, binary model: the alternation of periods of consolidation and dispersion, or—to put it another way—of "orthodoxy" and "heresy." After briefly exploring the significance of this polarity in the realms of religion and politics (which have been indissolubly linked for much of Russian history), we shall then examine its imprint on Russian literature and art. Has the relationship between the "official" culture and the "dissident" subculture remained constant? Does it present an unvarying picture of stubborn antagonism, or have there been examples of symbiosis? What happens when the ruler, or the head of the church, or the leading writer assumes the role of chief "heretic"? Readings and discussion entirely in English.

First semester. Professor Weeks.

21. Survey of Russian Literature I. After a brief consideration of pre-modern Russian writing and its continuing legacy, this course will focus on the evolution of nineteenth-century narrative forms, from Pushkin to the earliest works of Tolstoy and Dostoevsky. Special emphasis will be given to the experimental narrative forms created by Russian writers in response to their culture's struggle with European influences. Authors read extensively include Pushkin, Lermontov, Gogol, and Turgenev, with some attention given to lesser-known or marginalized figures. The literary texts studied will be placed in their wider cultural and social contexts, European as well as Russian. Readings in translation, with special assignments for those able to read in Russian.

First semester. Professor Peterson.

22. Survey of Russian Literature II. An examination of major Russian writers and literary trends from about 1860 to the Bolshevik Revolution as well as a sampling of Russian emigre literature through a reading of representative novels, stories, and plays in translation. Readings include important works by Dostoevsky, Tolstoy, Chekhov, Gorky, Sologub, Bely, Bunin and Nabokov. The evolution of recurring themes such as the breakdown of the family, the "woman question," madness, attitudes toward the city, childhood and perception of youth.

Second semester. Professor Rabinowitz.

23. Russian Literature Since the Revolution. A course designed to explore the varieties of revolutionary experience, captured in six decades of Russian writing since 1917. We shall examine the immediate response to the October Revolution embodied in the works of such writers as Blok ("The Twelve"), Babel *(Red Cavalry)*, Zamyatin *(We)*, and Olyesha *(Envy)*; the divergent reactions of writers to the Stalinist purges, including Akhmatova ("Requiem") and Nadezhda Mandelstam *(Hope Against Hope)*; reactions to the doctrine of "Socialist Realism" (Sinyavsky, "Pkhentz", Platonov ("The Potudan River") and Bulgakov, *(Master and Margarita)*; and, finally, several attempts at a critical reevaluation of the Revolution's legacy in works by Pasternak *(Doctor Zhivago)*, Solzhenitsyn ("Matryona's House" and *The Cancer Ward*), and Erofeev *(Moscow Circles)*.

First semester. Professor Rabinowitz.

24. Soviet Russian Culture and Society. Challenged on the one hand by the rekindled nationalisms of other Soviet peoples, and on the other by an invasion of Western mass culture, contemporary Russians increasingly seek self-definition in the Orthodox church and other pre-Revolutionary traditions. Yet it was seventy years of "Soviet" culture which formed their consciousness, and, even as they reject it, defines the terms in which they do so.

This course will survey the history of Soviet culture, both official and dissident, from the artistic experiment of the 1920s through high Stalinism, the Khrushchev thaw, and the Brezhnev stagnation to the contemporary crisis. We will study examples of literature, film, theater, music, the visual arts and the social criticism known in Russian as "publitsistika." Conducted in English, with special assignments for those who read Russian.

Second semester. Professor Taubman.

25. Seminar on One Writer.

First semester. Omitted 1991-92. Professor Peterson.

26f. Women and Writing in Russia. A seminar devoted to writings by and about women living in Russia during the last two centuries. Though we will include a critical consideration of such canonical writers as Pushkin, Tolstoy, and Chekhov, we will read mostly Russia's women writers, including Rostopchina, Pavlova, Figner, Kollontai, Akhmatova, Tsvetaeva, Chukovskaya, Grekova, Katerli, and Tolstaya. We will explore their ideas about politics, work, family, friendship, sexuality, selfhood, and writing itself. Readings will be informed by recent feminist literary and social theories. All readings and discussion in English.

First semester. Omitted 1991-92. Professor Sandler.

27. Dostoevsky. We begin with several of Dostoevsky's early works whose concerns, both formal and thematic, persist and develop in the great novels which are the focus of the course: *Crime and Punishment, The Possessed* and *The Brothers Karamazov.* We will consider the novels from a variety of perspectives, literary and cultural, Russian and European. Critical meetings include Bakhtin, Girard and psychoanalytic perspectives on Dostoevsky's work.

First semester. Professor Ciepiela.

28. Tolstoy. Why do we still read Tolstoy? This course will explore possible answers to this question. Texts to be read and discussed include *Childhood, War and Peace, Anna Karenina,* "The Death of Ivan Ilych," "The Kreutzer Sonata," "Father Sergius" and *Hadji Murat.* Conducted as a seminar with all readings and discussions in English.

Second semester. Professor Weeks.

33. Fourth-Year Russian: Advanced Studies in Russian Language and Literature I. To be offered in 1991-92 as Russian 37. Conducted entirely in Russian.

First semester. Omitted 1991-92. Lecturer Schweitzer.

34. Fourth-Year Russian: Advanced Studies in Russian Language and Culture II. To be offered at Mount Holyoke College as Russian 304. The topic in spring 1992 will be Pushkin, with a focus on his works from the famous Boldino fall of 1830. Conducted entirely in Russian.
Second semester. Lecturer Schweitzer.

37. Modern Russian Poetry. A survey of major trends in twentieth-century Russian poetry. We will read poems by Blok, Kuzmin, Mandelshtam, Akhmatova, Pasternak, Mayakovsky, Khlebnikov and Tsvetaeva, and by contemporary poets such as Brodsky, Kushner and Sedakova. Our study will be supplemented by selections of critical, journalistic and epistolary prose by and about these poets. Conducted entirely in Russian, with regular assignments of oral presentations, written compositions, and memorization. Two class meetings per week.
First semester. Professor Ciepiela.

38. Literature and Theory in Russia. Many influential concepts of contemporary literary studies were strikingly formulated by Russian critics during the early decades of this century. In this course we will examine this contribution both in its native cultural context (is there a peculiarly Russian fascination with "the word"?) and in relation to trends in Western scholarship. Among the theorists of language, literature and culture to be read are Propp, Jakobson, Shklovsky, Tynjanov, Eichenbaum and Bakhtin, as well as several Western critics who refine or resist their approaches, including Kristeva and DeMan. Theoretical readings will be informed by the study of poetic, dramatic and prose works from nineteenth- and twentieth-century Russian literature. Topics to be considered include the relation between literature and politics, and the presence or absence of psychoanalytic and feminist perspectives.
Second semester. Professor Ciepiela.

77, 78. Senior Honors. Meetings to be arranged. Open to, and required of, Seniors writing a thesis.
First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.
First and second semesters. The Department.

Spanish

See Romance Languages.

THEATER AND DANCE

Professor Birtwistle‡, Associate Professor Dougan (Chair), Assistant Professors Anderson and Woodson, Resident Artist Lobdell.

Curriculum. The study of theater and dance is an integrated one. While recognizing historical differences between these arts, the department emphasizes their aesthetic and theoretical similarities.

The basic structure of the curriculum and the organizational pattern of the department's production activities are designed to promote the collaborative and interdependent nature of the theatrical arts. Faculty, staff and major students form the nucleus of the production team and are jointly responsible for the college's Theater and Dance season. Advanced students carry specific production assignments and students in Core Courses and in Courses in the Arts of Theater and Dance also participate, through laboratory experiences, in the creation and performance of departmental productions.

Major. In the election of departmental courses, students may choose to integrate the many aspects of theater and dance or to focus on such specific areas as choreography, playwriting, directing, design and acting. Because advanced courses in theater and dance are best taken in a prescribed sequence, students preparing to major in the department are advised to complete the three Core Courses and one course in the Arts of Theater by the end of the Sophomore year. Students interested in the possibility of majoring in the Department should consult with the Chair as soon as possible.

Minimum Requirements. The three Core Courses; two Courses in the History, Literature or Theory of Theater and Dance; two Courses in the Arts of Theater and Dance; one Advanced Course in the Arts of Theater and Dance; the Major Series: H91-H92, H95-H96 and 77 or 78. More specific information about courses which fulfill requirements in the above categories can be obtained from the Department office.

The Senior Project. Every Theater and Dance major will undertake a Senior Honors Project. Projects may be of two types: production or written. In both cases, the project will represent a synthesis of the student's education in theater and dance. The opportunity to undertake a production project is not automatic. Proposals for production projects are developed in the second semester of the junior year and must be approved by the faculty. Approval will be based on the practicability of the project given the department's other production commitments and on the degree to which the proposer has planned for the production support that the proposed project will require. Written proposals must be submitted to the Department Chair by April 1 of the year before the project is proposed to take place. The faculty will review, and in some cases request modifications in the proposals, accepting or rejecting them by May 1. Students may instead choose to present a written project. Written projects will be developed with a faculty member appropriate to the student's area of interest. Students whose production project proposals are rejected will complete a written project.

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‡On leave second semester 1991-92.

A student may present, as a production project, work as author, director, choreographer, designer, performer or some combination of these roles in one or more pieces for public performance. A student may present, as a written project, a critical, historical, literary or theoretical essay on some aspect or aspects of theater and/or dance. Or, with the approval of the department and without the public performance requirement, a student may present design portfolio work, a directorial production book or a complete original playscript.

Comprehensive Evaluation. Because the Theater and Dance curriculum is sequenced, successful completion of the major series—Production Studio, Junior Seminar and Senior Honors—represents satisfaction of the departmental comprehensive requirement.

Honors Program. Departmental recommendations for Honors will be based on faculty evaluation of three factors: (1) the quality of the Senior Project, including the documentation and written work which accompanies it; (2) the student's academic record in the department; and (3) all production work undertaken during the student's career at Amherst.

Extra-Curriculum. In both its courses and its production activities, the Department welcomes all students who wish to explore the arts of theater and dance. This includes students who wish to perform or work backstage as an extracurricular activity, students who elect a course or two in the department with a view toward enriching their study of other areas, students who take many courses in the department and also participate regularly in the production program while majoring in another department, as well as students who ultimately decide to major in theater and dance.

Theater and Dance

CORE COURSES IN THEATER AND DANCE

11. The Language of Movement. This course is an exploration of movement as a language that communicates thought, emotions, cultural and social traditions. Students will explore their personal vocabularies of movement (use of weight, posture, gesture, rhythm, space, relationships of body parts) and discuss what these vocabularies might indicate about their systems of belief and aesthetic preferences. This inquiry will extend to observations of individuals and groups in everyday situations and in formal performance contexts. These observations will be used as creative inspiration for improvisational explorations and compositions that extend the understanding of movement as a language.

The course will include four hours per week of studio class work in addition to regular viewings of films, videos, dance concerts and other movement events. Selected readings in dance history, philosophy and anthropology. Two two-hour class meetings and a two-hour production workshop per week.

Limited to 20 students. First semester. Professor Woodson.

12. Materials of Theater. Conducted in a combined lecture/workshop format, this course is a theoretical exploration of the essential nature of theater as an art form, examining selected theories of performance from Aristotle through Schiller and Shaw to twentieth-century redefinitions of such artists as Antonin Artaud, Augusto Boal, Peter Brook and Robert Wilson. Focus will be on theater conventions of various periods and on the development of a common vocabulary for analyzing the visual art of theater. Through a series of performance and design exercises, the class will constantly question the theoreticians' assumptions and place them in the perspective of contemporary theater practice. Ultimately each student will be asked to state his/her own aesthetic viewpoint and trace its historical roots. Two three-hour classes; production workshop included in this time.

Limited to 12 students. Second semester. Professor Dougan.

13. Performance. An introduction to acting and directing based on the assumption that these two distinct aspects of theater have in common the close reading and analysis of the play text. Course centers on workshop performance of scenes from plays and of various directed and improvisational exercises. Primary attention to the development of honesty, directness and imaginative detail in the creation of characters. Three two-hour class meetings and a two-hour production workshop per week.

Enrollment in each section is limited but early registration does not confer preferential consideration. Twenty students attending the first class will be admitted. Selection will be based on the instructor's attempt to achieve a suitable balance between freshmen and upperclassmen and between men and women, and to achieve a broad range of levels of acting experience. Notice of those admitted will be posted within 72 hours of the first meeting.

First semester. Professor Birtwistle.

13s. Performance. Same description as Theater 13.

Second semester. Resident Artist Lobdell.

COURSES IN THE ARTS OF THEATER AND DANCE

16. Performance and Writing. Approaches to writing about live performance and about mundane events considered as performance. Consideration of such issues as the critic's audience, development of critical criteria, value-free reporting and use of genre categories. Readings in reporting and criticism of the several arts. Short weekly essays from several different perspectives on a wide variety of artistic and everyday events, as well as longer final essay on an appropriate performance. Two class meetings and attendance at one performance per week.

Limited to 15 students. Second semester. Omitted 1991-92. Professor Birtwistle.

17. Playwriting. (Also English 17.) A workshop in writing for the stage. Initial exercises explore the ways in which one can tell a story in dramatic terms. Particular attention is paid to non-verbal elements; a play is a visual thing existing in time and space, and good playwriting requires an appreciation of the power of imagery and gesture. Weekly assignments address problems of character-drawing, development of ideas, and diction. The final project is a completed one-act play. (An intention of the course is that superior work will receive a modest campus production.)

Not open to Freshmen. Limited to 15 students. First semester. Professor Anderson.

24. Playwriting Studio. (Also English 24.) An advanced course in writing for the stage, in which scripts generated in the Playwriting course are subjected to the theatrical process. Working with actors, a director and designers, the playwright quickly learns that theater is a collaborative art, and that each member of the production team has a creative hand in bringing a manuscript to theatrical life. The process is one of testing, thinking, re-thinking and revision. The product is a fully-rehearsed workshop production of new student works. Each writer will also participate in the production of several other new plays, with responsibilities ranging from properties manager to leading actor. In effect, the students in this class become a small theater company, one that is dedicated to the process of producing new work.

Requisites: English 17/Theater 17 and consent of the instructor. Second semester. Professor Anderson and the Department.

31s. The Craft of Acting. Voice, movement, improvisation and sensitivity skills, the basic tools for the actor. Emphasis on the performance of improvisational and self-developed materials. Two two-hour class meetings and a two-hour production workshop per week.

Requisite: Theater 13 or consent of the instructor. Second semester. Omitted 1991-92. Professor Birtwistle.

32. From Text to Performance. By focusing closely on several plays by two or three authors, the course will examine the relationships of acting to dramatic theory, literary criticism, directing, scenography and period style. Plays to be studied will be chosen from those frequently categorized as "Theater of the Absurd." Rehearsal, performance and evaluation of scenes will be a major part of the course. Two two-hour class meetings and one two-hour production lab per week.

Requisite: Theater 13. Limited to 16 students. Second semester. Omitted 1991-92.

35s. Contemporary Dance: Technique and Theory. A study of modern dance technique which integrates the theoretical, historical and practical.

By combining readings, discussions, the regular viewing of tapes and live performances, and studio practice, students will examine issues in contemporary dance and question why and how different styles developed, what attitudes and values these styles embody and promote, and the relationship of contemporary dance to other art forms. Studio practice includes techniques to increase coordination, flexibility, strength, musical phrasing, clarity of focus and expressiveness in performance. These techniques will be given in the beginner-intermediate range with different levels of complexity tailored for individual students.

Limited to 20 students. Second semester. Professor Woodson.

37. The Actor's Instrument. Technical issues of the body, voice, will and imagination for the actor; exercises and readings in acting theory. Introduction of techniques to foster physical and emotional concentration, will and imaginative freedom. Exploration of Chekhov psycho-physical work, Hagen object exercises, Spolin and Johnstone improvisation formats, sensory and image work, mask and costume exercises, and neutral dialogues. The complex interweaving of the actor's and the character's intention/action in rehearsal and performance is the constant focus of the class. Three two-hour class meetings and a two-hour production workshop per week.

Requisite: Theater 13. Limited to 16 students. First semester. Resident Artist Lobdell.

38. Rehearsal. Intensive scene study with focus upon rehearsal. The application of the exercises and techniques of "The Actor's Instrument" to dramatic material. Scenes will be chosen from a range of styles including found material, Shakespeare, Molière, Chekhov, Williams and Beckett. The class will focus on the actor's close analysis of the playwright's script to define specific problems and to set out tactics for their solution in behavior. Two three-hour class meetings and a two-hour production workshop per week.

Requisite: Theater 37 or equivalent. Limited to 16 students. Second semester. Omitted 1991-92. Resident Artist Lobdell.

41s. Scene Design. The materials, techniques and concepts which underlie the design and creation of the theatrical environment.

Requisite: Theater 12 or consent of the instructor. Lab work in stagecraft. Second semester. Professor Dougan.

42f. Lighting Design. An introduction to the theory and techniques of theatrical lighting, with emphasis on the aesthetic and practical aspects of the field as well as the principles of light and color.

Requisite: Theater 12 or consent of the instructor. Lab work in lighting technology. First semester. The Department.

43. Costume Design. An introduction to the analytical methods and skills necessary for the creation of costumes for theater and dance with emphasis on the integration of costume with other visual elements.

Requisite: Theater 12 or consent of the instructor. Lab work in costume construction. First semester. Professor Dougan.

44f. Design Studio. An advanced course in the arts of theatrical design. Primary focus is on the communication of design ideas and concepts with other theater artists. Also considered is the process by which developing theatrical ideas and images are realized. Students will undertake specific projects in scenic, costume and/or lighting design and execute them in the context of the Department's production program or in other approved circumstances. Examples of possible assignments include designing workshop productions, and assisting faculty and staff designers with major responsibilities in full scale production. In all cases, detailed analysis of the text and responsible collaboration will provide the basis of the working method. May be repeated for credit.

Requisite: Theater 41, 42, or 43. First semester. Professor Dougan.

44. Design Studio. Same description as Theater 44f.

Second semester. Professor Dougan.

45. Stage Directing. Practice of the artistic, technical and interpretative skills required of the director through scene work and prepared production statements. Emphasis on coaching actors. Studio presentation of four scenes.

Requisite: Theater 12 and 13. Limited to ten students. First semester. Professor Birtwistle.

46f. Directing Studio. An advanced course in Directing with primary focus on the director as leader of the production team and effective collaborator with other theater artists. The Directing student will select, cast, rehearse and lead the development of the production concept, normally for two plays to be presented as part of the Department's production season. The Directors will work with Design Studio students in the development and realization of the visual aspects of the production. After each production, the student will submit a complete production book and respond to evaluation by the department faculty.

Requisite: Theater 45. Consent of the Chairperson must be obtained during the pre-registration period. First semester. The Department.

46. Directing Studio. Same description as Theater 46f.

Second semester. The Department.

52. Scripts and Scores. This course will provide structures and approaches for creating dance/theater/performance pieces and events. An emphasis will be placed on interdisciplinary and experimental approaches to composition, choreography, and performance making. These approaches include working with text and voice, visual systems and environments, non-traditional music and sound and chance scores to inspire and include in performance. Students will create and perform dance/theater/performance pieces for both traditional theater spaces and for found (indoor and outdoor) spaces.

This course is open to dancers and actors as well as interested students from other media and disciplines. Consent of the instructor is required for students with no experience in improvisation or composition. Two two-hour class meetings per week.

Limited to 14 students. Second semester. Professor Woodson.

53. Performance Studio. An advanced course in the techniques of creating original performance works. Students will create performance pieces that develop and incorporate original choreography, text, music, sound and/or visual design. Experimental and collaborative structures and approaches among and within different media will be stressed. The final performance pieces and/or events will be presented and evaluated at the end of the semester. Can be taken more than once for credit.

Requisite: Theater/Dance 52 and consent of the instructor. First semester. Professors Woodson and Dougan.

53s. Performance Studio. Same description as Theater 53.

Second semester. Professor Woodson.

77, 78. Senior Honors. For Honors candidates in Theater and Dance.

Open to Seniors. First and second semesters. The Department.

COURSES IN THE HISTORY, LITERATURE, AND THEORY OF THEATER AND DANCE

81. Theories of Performance. A study of the changing concepts of an actor's approach to performing the role. Though beginning with consideration of writings on acting since the eighteenth century, the course will emphasize the systematic theories and practices of the twentieth century. Special attention will be given to the relationship between conceptual descriptions of the actor's process and practical applications seen in the dramatic literature of the time.

Stanislavski's inquiries into the actor's process were focused by Anton Chekhov's *The Seagull* which demanded a psychological approach to a realistic flow of time, revealing hidden passion in ordinary events. Bertolt Brecht's Epic Theater required an actor who could stand beside the character, at once portraying it and commenting on it. Jerzy Grotowski's search for "what is distinctly theater" led him to strip away impediments to action, creating a "via negativa" which allowed the actor to stand luminously naked in front of the audience. Finally, contemporary performance absorbs such forms as vaudeville and Kabuki, demanding the actor's flexibility and adaptability.

Theoretical writings by and about Diderot, Coquelin, Duse, Copeau, Stanislavsky, Meyerhold, Brecht, Strasberg, Grotowski, Artaud, Carnovsky, Brook, Chaikin, Suzuki and others. Plays of Shakespeare, Gogol, Chekhov, Shaw, Yeats, Brecht, Odets, Williams, Marowitz, and Shepard will be used to illustrate the theoretical problems.

First semester. Resident Artist Lobdell.

84f. Modern Drama: Ibsen to Pinter. (Also English 84.) A study of plays and playwrights that have shaped modern drama. These authors—Ibsen and Chekhov, O'Neill, Williams, Miller and Pinter among them—are important not only for their radical redefinitions of dramatic structure and purpose. They have also given us a canon of plays which will work, which still eloquently address the complex problems of the human condition.

Limited to 50 students. First semester. Professor Anderson.

86f. Topics in Theater and Dance. A series of courses designed for small groups of students centering on questions of theory and practice, on contemporary trends, and on the particular interests of departmental faculty and visiting artists. Requisites may occasionally be established by instructor of individual courses.

First semester. Omitted 1991-92.

86. Topics in Theater and Dance. Same introductory paragraph as Theater 86f.

1. CONTEMPORARY AMERICAN DRAMA. (Also English 86.) A seminar on the current work of American dramatists. The course will balance the plays of "major" writers (Mamet, Guare, August Wilson) with new and sometimes unpublished texts from our regional theaters. Students will read 3-5 plays per week. The course will also explore issues of play development and the literary management of theaters.

   Requisite: One of the following: English/Theater and Dance 17, 80, 84, 86, or consent of the instructor. Second semester. Professor Anderson.

H91. Junior Seminar I. One half of a year-long seminar required of Junior majors, this course is an investigation of the collaborative nature of theater production in a wide variety of non-collegiate contexts, using the case study method. Special attention is paid to the development of problem solving skills and appropriate professional relationships.

Requisite: Junior standing, theater and dance major. Others by departmental consent. First semester. Professor Birtwistle.

H92. Junior Seminar II. A continuation of the work begun in H91, with a particular focus on developing the Senior Project.

Requisite: Junior standing, theater and dance major. Others by departmental consent. Second semester. Professor Dougan.

H95. Production Studio. An advanced course in the production of Theater and Dance works. Primary focus will be on the integration of the individual student into a leadership role within the Department's producing structure. Each student will accept a specific responsibility with a departmental production team testing his or her artistic, managerial, critical, and problem-solving skills.

Admission by departmental consent. Not open to Freshmen. First semester. The Department.

H96. Production Studio. Same description as H95.

Second semester. The Department.

97, H97, 98, H98. Special Topics. Independent Reading Course. Full or half course.

Admission with consent of the instructor. First and second semesters. The Department.

Dance

Five College Dance Department. In addition to dance courses at Amherst through the Department of Theater and Dance (Modern Technique, Language of Movement, Scripts and Scores, Choreography and Dance History), students may also elect courses through the Five College Dance Department listed below. (FCDD) in course description indicates courses taught by Five College faculty. There are also numerous performing opportunities within the Five College Dance Department as well as frequent master classes and residencies offered by visiting artists.

Five College Dance Department Faculty. Professor Waltner; Associate Professors Daniel*, Lowell, Nordstrom (Chair), Patton, and Watkins; Five College Associate Professor Schwartz; Artists-in-Residence/Associate Professors Coleman and Freedman; Assistant Professors Bevington and Woodson; Visiting Assistant Professor Groff; Artists-in-Residence deLappe and Poulsen; Lecturer Fowler.

11. The Language of Movement. See Theater and Dance 11. (Equivalent to Dance 51 in Five College listings.)

Limited to 20 students. First semester. Professor Woodson.

STUDIO TECHNIQUE

For technique classes omitted at Amherst College consult the Department of Theater and Dance for course times and locations on other Five College campuses. Participation in technique classes beyond Level I must be in sequence, by audition or by consent of the instructor.

Modern Dance. Introductory through advanced study of modern dance techniques: body alignment, coordination, strength and flexibility, and basic movement vocabularies. More advanced levels include extending movement, expressivity, performance style, personal technique clarity, and musical phrasing. Performance attendance is required by individual instructor. Five levels are taught in this progressive study of modern dance forms.

H13. Modern Dance I. (FCDD) First semester. Instructor to be named. (Also to be offered at Hampshire College, Mount Holyoke College, Smith College and the University of Massachusetts.)

H13s. Modern Dance I. (FCDD) Second semester. Locations to be announced.

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*On leave 1991-92.

H14f. Modern Dance II. (FCDD) First semester. To be offered at Hampshire College and Smith College.

H14. Modern Dance II. (FCDD) Second semester. Locations to be announced. Instructor to be named.

H15. Modern Dance III. First semester. Professor Woodson. (Also FCDD to be offered at Mount Holyoke College, Smith College and the University of Massachusetts.)

H15s. Modern Dance III. (FCDD) Second semester. Locations to be announced.

H16f. Modern Dance IV. (FCDD) First semester. To be offered at Hampshire College.

H16. Modern Dance IV. (FCDD) Second semester. Locations to be announced.

H17. Modern Dance V. (FCDD) First semester. To be offered at Mount Holyoke College, Smith College and the University of Massachusetts.

H17s. Modern Dance V. (FCDD) Second semester. Locations to be announced.

Ballet. Introductory through advanced study of balletic forms: Correct body placement, positions of the feet, head and arms, and an introduction to basic vocabulary. Emphasis is placed on extending combinations in center floor, musicality, performance style, balance and endurance. Pointe work to be included at instructor's discretion. Performance attendance required by individual instructor. Six levels (I-VI) are offered in this progressive study of balletic forms.

H20f. Ballet I. (FCDD) First semester. To be offered at Mount Holyoke College, Smith College and the University of Massachusetts.

H20. Ballet I. (FCDD) Second semester. Locations to be announced.

H21. Ballet II. (FCDD) First semester. To be offered at Smith College.

H21s. Ballet II. (FCDD) Second semester. Locations to be announced.

H22f. Ballet III. (FCDD) First semester. To be offered at Mount Holyoke College, Smith College and the University of Massachusetts.

H22. Ballet III. (FCDD) Second semester. Locations to be announced.

H23. Ballet IV. (FCDD) First semester. Omitted 1991-92.

H23s. Ballet IV. (FCDD) Second semester. Locations to be announced.

H24f. Ballet V. (FCDD) First semester. To be offered at Mount Holyoke College, Smith College and the University of Massachusetts.

H24. Ballet V. (FCDD) Second semester. Locations to be announced.

H25. Ballet VI. (FCDD) First semester. Omitted 1991-92.

H25s. Ballet VI. (FCDD) Second semester. Locations to be announced.

Jazz Dance. Introductory through advanced jazz dance technique, including study of polyrhythms, body isolations, movement analysis, syncopation. Emphasis is placed on extending musicality, complexity of movement combinations and phrasing, and the evolution of performance style. Performance attendance as required by individual instructor. Five levels (I-V) of this course are offered in this progressive study of jazz dance technique.

H30f. Jazz Dance I. (FCDD) First semester. To be offered at Mount Holyoke College, Smith College and the University of Massachusetts.

H30. Jazz Dance I. (FCDD) Second semester. Locations to be announced.

H31. Jazz Dance II. (FCDD) First semester. To be offered at Smith College.

H31s. Jazz Dance II. (FCDD) Second semester. Locations to be announced.

H32f. Jazz Dance III. (FCDD) First semester. To be offered at Mount Holyoke College and the University of Massachusetts.

H32. Jazz Dance III. (FCDD) Second semester. Locations to be announced.

H33. Jazz Dance IV. (FCDD) First semester. Omitted 1991-92.

H33s. Jazz Dance IV. (FCDD) Second semester. Locations to be announced.

H34f. Jazz Dance V. (FCDD) First semester. To be offered at Mount Holyoke College and the University of Massachusetts.

H34. Jazz Dance V. (FCDD) Second semester. Locations to be announced.

THEORY

For theory courses omitted at Amherst College consult the Department of Theater and Dance for course times and locations on the other Five College campuses.

35. Contemporary Dance: Technique and Theory. (Also Theater and Dance 35.) See Theater and Dance 35 for description.

First semester. Professor Woodson.

41. Scientific Foundations of Dance. (FCDD) An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. To encourage the development of the student's personal working process and approaches to movement, these concepts are discussed in relationship to various theories of technical study, i.e., Graham, Cunningham, Cecchetti, Vaganova, etc.

Requisite: One course in dance technique. Limited to 20 students. First semester. To be offered at the University of Massachusetts.

51. Elementary Composition: Improvisation. (FCDD) Techniques of movement exploration to expand the range of movement responses to a variety of problems and scores. Students will work both individually and in groups and will examine movement as a form of communication and as an art form. Course work includes in-class exercises, critical reviews and a final project based on students' individual interests.

First semester. To be offered at Hampshire College and the University of Massachusetts.

51s. Elementary Composition: Improvisation. (FCDD) Same description as Dance 51.

Second semester. Locations to be announced.

52f. Intermediate Dance Composition. (FCDD) Study of the principles and elements of choreography. Guided practice in the construction of movement phrases, followed by longer solo and small group studies. Exploration of basic skills for choreography. Studies assigned in the use of: time, space, energy, motion, character development, rhythm, costumes and props, comedy, space-in-the-building (environment), music. Final creative project and performance attendance required. Three class meetings per week.

First semester. To be offered at Smith College.

52. Intermediate Composition: Scripts and Scores. See Theater and Dance 52.

Second semester. Professor Woodson.

53. Advanced Composition: Performance Studio. See Theater and Dance 53. Can be taken more than once for credit.

First semester. Professors Woodson and Dougan. (Also FCDD to be offered at the University of Massachusetts.)

53s. Advanced Composition: Performance Studio. See Theater and Dance 53s.

Second semester. Professor Woodson.

71. History of Dance: Twentieth-Century Dance. (FCDD) This course presents a special challenge to a student audience as it represents a merging of many influences in design, philosophy, aesthetics and creativity. The major elements of twentieth-century theatrical dance will be explored with a strong emphasis on enhancing the understanding of it by a viewing audience. Discussion will include historical background, dance training, choreography, performance, costuming, lighting and music among others. Class work consists of lecture, film video, guest performer lecture-demonstration, midterm, final and student projects. Readings will be from a variety of sources on twentieth-century dance and related subjects. Three class hours per week.

First semester. To be offered at Smith College.

71s. History of Dance: Twentieth-Century Dance. (FCDD) Same description as Dance 71.

Second semester. Locations to be announced.

72f. History of Dance: Dance and Culture. (FCDD) This course explores the role of dance in non-Western cultures, discussing such topics as ritual, initiation, life cycles, masks and costumes, creation myths, and the relation of dance to other art forms. Course work consists of lectures, readings, films, video, mid-term and final performance projects and essays. Students will learn some simple music and dances from non-Western cultures. No previous performance training is necessary.

First semester. Omitted 1991-92.

73. History of Dance: Renaissance Through the Nineteenth Century. (FCDD) A study of social and theatrical dance forms and their cultural contexts from the Renaissance through the nineteenth century. Influential choreographers and dancers representative of the periods and their choreographies and/or performances will be discussed. Specific topics for discussion may include: the Renaissance courtier and dance, Louis XIV and his court, the Romantic ballerina, ballet in America in the nineteenth century, minstrelsy.

First semester. Omitted 1991-92.

73s. History of Dance: Renaissance Through the Nineteenth Century. (FCDD) Same description as Dance 73.

Second semester. Omitted 1991-92.

81. Elementary Labanotation. (FCDD) Introduction to the basics of the Labanotation system and its historical development. Study of body part and direction symbols and organization of notation scores. Emphasis on learning to write and read steps, gestures, turns, and rotating floor patterns. Participants will determine proper notation elements to be used in analyzing selected movement patterns. Three class hours per week.

Requisite: One semester of dance technique. Enrollment limited to 15 students. First semester. To be offered at Smith College.

82f. Intermediate Labanotation. (FCDD) More advanced reading and writing of Labanotation scores. Emphasis will be on notating limb and torso action; rotation; revolution and weight shift. Practice in drafting and reconstructing notation scores using both space and body key signatures. Students will apply critical thinking in analyzing and notating selected patterns and in the interpretation of predetermined combinations.

Requisite: Elementary Labanotation. Limited to 15 students. First semester. Omitted 1991-92.

85. Laban Movement Analysis I. (FCDD) This course will allow students to begin to work with Effort/Shape analysis as a technique for describing, measuring and classifying human movement. We will examine how Effort/Shape analysis describes patterns of movement which are constant for an individual and which distinguish him from others, and we will explore how such analysis delineates a behavioral dimension related to neurophysiological and psychological processes. In addition to becoming familiar with basic Effort/Shape parameters of movement, effort and effort states, students will be able to discover and examine their personal movement preferences with the potential for expanding their own repertoire and understanding how their movement serves them. The course will attempt to bring together students from different disciplines. We will combine theoretical research and experiential work with the application of this knowledge in an area of relevance to the students participating. Examples of such areas are movement in education, non-verbal communication and movement therapy. Throughout the term, readings and observation projects will be assigned. Two two-hour meetings per week.

Limited to 15 students. First semester. Omitted 1991-92.

97, H97, 98, H98. Special Topics. Independent Reading Course. Full or half course.

Admission with consent of the instructor. First and second semesters. The Department.

WOMEN'S AND GENDER STUDIES

Professors Olver and Sommer*; Associate Professors Basu† (Chair, second semester), Parker, and Sandler*; Assistant Professors Barale, Bumiller, and Hunt (Chair first semester); Dean Snively.

Women's and Gender Studies is an interdisciplinary exploration of the creation, meaning, function, and perpetuation of gender in human societies, both past and present. It is also an inquiry specifically into women's material, cultural, and economic productions, their self-descriptions and collective undertakings.

Major Program. Students majoring in Women's and Gender Studies are required to take a minimum of eight courses. Courses required of all majors include: Women's and Gender Studies 11, 12, 23 or 24, and 75. The remaining four electives may be chosen from Women's and Gender Studies offerings or may be selected, in consultation with a student's advisor, from courses given in other departments (see list of related courses). Other Amherst or Five College courses which address issues of women and/or gender as a part of their concern may be counted towards a major program only if approved by the Women's and Gender Studies Department. A seminar presentation in Women's and Gender Studies 75 will serve as the occasion for the student's comprehensive examination.

Honors Program. The work of the Senior Seminar may be used as the basis for developing an honors thesis. Students accepted as honors candidates will also elect Women's and Gender Studies 77, 78 or D78, in addition to the courses required for the major.

*On leave 1991-92.
†On leave first semester 1991-92.

11. The Cross-Cultural Construction of Gender. This course introduces students to the issues involved in the social and historical construction of gender and gender roles from a cross-cultural and interdisciplinary perspective. Topics will include the uses and limits of biology in explaining human gender differences; male and female sexualities including homosexualities; women's participation in production and reproduction; the relationship among gender, race and class as intertwining oppressions; and the functions of visual and verbal representation in the creating, enforcing and contesting of gender norms.

First semester. Professors Barale and Hunt.

12. Women and Social Change. This course deals with relationships among women, gender and social change in selected societies past and present. We will look at the ways women have challenged the structure of their society through their writing and through their participation in labor movements, nationalist movements and revolutionary struggles. This course will conclude with a cross-cultural examination of women's movements.

Second semester. The Department.

23. Topics in Feminist Theories I: Practices of Race and Gender Resistance. Emphasizing differences related to race and privilege, this course will offer an introduction to the cultural, literary, and political theories of feminism. This course will explore how the recognition of the heterogeniety of women's experiences has challenged and transformed Western feminist theory. We will question how assertions and denials of difference within feminist theories have created struggles over the definition of "woman" and strategies to confront gender oppression.

This semester will focus on the co-existence of concerns in race and class politics with feminist perspectives on gender identities, sexual practices, body constructions, and cultural resistance. The syllabus will include the writings of academic theorists and women engaged in feminist practices, including the works of Bell Hooks, Audre Lorde, Donna Haraway, Teresa de Lauretis, Carroll Smith-Rosenberg, and Gayatri Spivak.

First semester. Professor Bumiller.

24. Topics in Feminist Theories II: Identifying Bodies. Emphasizing the construction of sexualities, this course will offer an introduction to the cultural, literary, and political theories of feminism. Particular focus will be given to the ways in which heterosexuality and homosexuality are recognizably inscribed upon bodies—both human and otherwise—and the ways in which the cultural significance of such sexual identities are variously constructed to meet ideological needs.

This semester readings will focus on visual as well as literary texts, including *Batman* (the comic), *Rebecca* (the novel), *A Raisin in the Sun* (the play), *Vogue* (the magazine), "A Woman Is Talking to Death" (the poem), and *Personal Best* (the film), and such theorists as Rubin, Spivak, Butler, Fanon, Rich, Stimpson, and D'Emelio.

Second semester. Professor Barale.

30. In Their Own Words: Autobiographies of Women. How does the writing of autobiography help a woman affirm, construct, or reconstruct an authentic self? How does she resolve the conflict between telling the truth and distorting it in making her life into art? Is the making of art, indeed, her chief preoccupation; or is her goal to record her life in the context of her times, her religion, or her relationship to others? Reading autobiographies of women writers helps us raise, if not resolve, these questions. We shall also consider how women write about experiences particular to women as shown in their struggles to survive adversity; their sense of themselves as authorities or challengers of authority, as well as their sense of what simply gives them pain or joy. Readings from recent work in the psychology of woman will provide models for describing women's development, as writings of women in turn will show how these models emerge from real lives. The syllabus will include traditional autobiography, historical memoir, poetry, journals and personal narratives, psychological studies, criticism and theory: Eileen Simpson's *Orphans*, Mary McCarthy's *Memories of a Catholic Girlhood*, Maya Angelou's *I Know Why the Caged Bird Sings*, poetry and prose by Elizabeth Bishop, Nien Cheng's *Life and Death in Shanghai*, Joanna Stratton's *Pioneer Women: Voices from the Kansas Frontier*, Carol Gilligan's *In a Different Voice*, Mary Field-Belenky, et. al, *Women's Ways of Knowing*, and recent work by Janet Surrey, as well as selections from works by Dame Julian of Norwich, Margaret Cavendish of Newcastle, Paule Marshall, Virginia Woolf, Toni Morrison, Alice Walker, M.F.K. Fisher, and, of course, Anonymous. Writing requirements will include several short papers and an autobiographical essay.

Second semester. Professor Olver and Dean Snively.

31s. Sexuality and Culture. An examination of the social and artistic construction of genders, bodies, and desires. In any given semester, the course may examine particular historical periods, ethnic groups, sexual orientations, and theoretical approaches. The topic changes from year to year.

Preference given to Juniors and Seniors. Second semester. Omitted 1991-92. Professors Barale and Frank.

33. Contemporary Issues in Feminism. A seminar on issues that affect or have affected the political and social status of women. We will consider how feminist movement has shaped an issue, and how new questions promise to change our sense of the responsibilities of feminism. The topic changes from year to year.

First semester. Omitted 1991-92.

34. Romance and the Novel. A class that looks at how the idea of romance works in some modern novels, asking how characters find a sense of identity in their connection to another person. We will consider whether intimate attachment is shown to mean the same things to women and men, whether the quest for romance is shaped by gender, and whether romance changes the genre of the novel. Is the ideology of romance bound by class and ethnic restrictions? How is heterosexuality resisted and transformed? How does the tale of love mesh with stories of individual achievement in the public realm? We will turn to theories by Bakhtin, Barthes, Kristeva, Brooks, and Rich as they seem useful, but the central work of the course is reading novels by Austen, Eliot, James, Proust, Morrison, and Gordimer.

Second semester. Omitted 1991-92. Professor Sandler.

46. Subversive Practices. (Also Political Science 46.) See Political Science 46 for description.

Second semester. Professor Bumiller.

75. Senior Seminar. This seminar is designed to integrate the interdisciplinary work of the major. Each student will present a seminar and write a major paper on a topic of current research in this field, chosen in consultation with faculty. The seminar presentation will also serve as the occasion for the student's comprehensive examination in Women's and Gender Studies. The work of this seminar may be used as a basis for an honors thesis; students accepted as honors candidates will also elect Women's and Gender Studies 77 or D78.

First semester. Professor Parker.

77, 78, D78. Senior Honors. Open to Senior majors in Women's and Gender Studies who have received departmental approval.

First and second semesters.

97, 98. Special Topics. Independent Reading Courses.

First and second semesters.

RELATED COURSES

Gender: An Anthropological Perspective. See Anthropology 35s.

Limited to 25 students. Second semester. Professor Gewertz.

Images of Black Women in Black Literature. See Black Studies 40.

Second semester. Omitted 1991-92. Professor Rushing.

Hormones and Behavior. See Bruss Seminar 11.

Admission with consent of the instructor. Limited to 20 students. First semester. Professor Raskin.

Women in Science. See Bruss Seminar 12.

Limited to 25 students. Second semester. Professors O'Hara and Raskin.

Etruscan and Roman Women. See Classics 25.

First semester. Professor Will.

Women in Ancient Greece. See Classics 26.

Second semester. Omitted 1991-92. Professor Will.

The Economics of Women, Men, and Work. See Economics 23s.

Requisite: Economics 11. Second semester. Professor Debra Barbezat.

American Men's Lives. See English 25s.
Not open to Freshmen except with the consent of the instructor. Second semester. Professor Townsend.

Lesbian Literature. See English 49s.
Second semester. Omitted 1991-92. Professor Barale.

Perceptions of Childhood in African and Caribbean Literature. See English 60.
Second semester. Professor Cobham-Sander.

Women's Lives and Women's Lyrics. See English 69s.
Second semester. Omitted 1991-92. Professor Sánchez-Eppler.

Readings in American Literature. See English 70f.
Not open to Freshman. Limited to 20 students. First semester. Professor Barale.

Seminar in English Studies. See English 75, topic 1. The topic is "Creating a Self: Black Women's Testimonies, Memoirs, and Autobiographies."
First semester. Professor Rushing.

Seminar in English Studies. See English 75, topic 4. The topic is "Issues of Gender in African Literature."
First semester. Professor Cobham-Sander.

Women in French Literature and Culture. See French 35.
First semester. Omitted 1991-92. Professor Hewitt.

European and American Women in Comparative Perspective. See History 92f.
First semester. Professor Hunt.

Topics in the History of Sex, Gender, and the Family. See History 93s.
Admission with the consent of the instuctor. Limited to 15 students. Second semester. Professor Hunt.

Authority and Sexuality. See Political Science 32.
Second semester. Professor Sarat.

Re-Imagining Law: Feminist Interpretations. See Political Science 39s.
Second semester. Professor Bumiller.

Sex Role Socialization. See Psychology 40.
Requisite: Psychology 11 or 12. Limited to 20 students. Second semester. Omitted 1991-92. Professor Olver.

Woman in Judaism. See Religion 39.
First semester. Omitted 1991-92. Professor Niditch.

Myths of Women: East and West. See Religion 66.
First semester. Professors Gyatso and Niditch.

Women and Writing in Russia. See Russian 26f.
First semester. Omitted 1991-92. Professor Sandler.

FIVE COLLEGE COURSE OFFERINGS BY FIVE COLLEGE FACULTY

AHMAD SALIM DALLAL, Assistant Professor of Religion and Biblical Literature (at Smith College under the Five College Program).

Arabic 100d. Elementary Arabic. Lecture, class recitation, extensive use of language lab. Introduction to the Modern Standard Arabic Language: reading, writing, and speaking. Daily written assignments, frequent recitations, dictations, quizzes, and exams. Text: Ahlan Wa Sahlan Parts 1 and 2. A computer program will be used to teach the Arabic script, and a proficiency-based series of computer programs and games to teach vocabulary and functional expressions will be used later in the course. Some handouts of practical use will be distributed. Three class meetings per week, plus individual work in the language lab.
First and second semesters. Smith College.

Asian 1. First-Year Arabic I. See Asian Languages and Civilizations.
First semester. Amherst College.

Asian 2. First-Year Arabic II. Continuation of First-Year Arabic 1.
Second semester. Amherst College.

Religion 375b. Modern Islamic Thought. Major themes addressed by Muslim thinkers since the eighteenth century, such as Islamic reform and revival, the encounter with colonialism and imperialism, the attitude toward nationalism and other modern ideologies, and Islamic discussion of modernity and liberalism. Reading of primary sources in translation.
Second semester. Smith College.

YVONNE DANIEL, Assistant Professor of Dance (at Smith College under the Five College Program) is on leave 1991-92.

Humanities and Arts 143. Comparative Caribbean Dance I. Course is designed to give flexibility, strength and endurance training with Caribbean dance styles. Focus on Katherine Dunham (African-Haitian) and Teresa Gonzalez (Cuban) techniques; includes Haitian, Cuban, and Brazilian traditional dances. The cultural contexts of secular and religious dance forms are emphasized.
Second semester. Omitted 1991-92. Hampshire College.

Dance 143a. Comparative Caribbean Dance I. Same description as Humanities and Arts 143.
First semester. Omitted 1991-92. Smith College.

Dance 143b. Comparative Caribbean Dance I. Same description as 143a.
Second semester. Omitted 1991-92. Smith College.

Dance 145b. Cuban Dance Traditions. This course focuses on African/Cuban dance traditions. It surveys sacred choreographies of the Orishas, traditional rumba forms, and other sacred and popular forms that originated in Cuba. While increasing strength, flexibility, and endurance generally, the course includes video presentations, mini-lectures, discussions, singing, drumming, and dancing. Times and location to be announced.

Admission with consent of the instructor. Second semester. Omitted 1991-92. Smith College.

Dance 272. History of Dance. Primal cultures, traditional and contemporary. An investigation of the scope and use of dance as an instrument of ritual, entertainment, social interaction, and education. The class will be a combination of lectures, reading and research, and movement experience.

First semester. Omitted 1991-92. University of Massachusetts.

Dance 375a. The Anthropological Basis of Dance. This course is a study of the history and development of dance from ritual to performance. It is designed to investigate dance as a cultural expression with a variety of forms and functions. Through lectures, readings and films, an overview of the literature of dance and dance anthropology is revealed. The importance of myth, religion, ritual, and social organization in the development of dance is emphasized. Theories on the origin of dance, dance as art or as functional behavior, as well as methods of studying dance are reviewed. Comparative studies are used as examples of the importance of dance in societies, past and present, e.g., from Australia, Africa, Indonesia, Europe, and Circum-polar regions, and the Americas. Also, students are exposed to values embodied in dance, as well as dance research methods, through dancing. To be taught in alternate years.

First semester. Omitted 1991-92. Smith College.

Dance 553a. Choreography and Music. Exploration of the relationship between music and dance with attention to the form and content of both art forms.

Requisites: three semesters of choreography, familiarity with basic music theory, and consent of the instructor. First semester. Omitted 1991-92. Smith College.

MOHAMMED MOSSA JIYAD, Five College Senior Lecturer in Arabic (at Mount Holyoke College).

Asian 130f. Elementary Arabic I. An introduction to Modern Standard Arabic. A combined audio-lingual and structural approach to the study of Arabic, presented in a culturally meaningful context. Intensive oral and written drills, language analysis with special emphasis on syntax, and training in rapid access to reading. Three class meetings per week, plus individual work in the language laboratory. A computer program is available in the Computer Center. Students are expected to work on the program for two hours each week.

First semester. Omitted 1991-92. Mount Holyoke College.

Foreign Language 105. Elementary Arabic I. Same description as Asian 130f.
First semester. Hampshire College.

Asian 131s. Elementary Arabic I. A continuation of Asian 130f.
Second semester. Omitted 1991-92. Mount Holyoke.

Foreign Language 106. Elementary Arabic I. A continuation of Foreign Language 105.
Second semester. Hampshire College.

Arabic 226. Elementary Arabic II. Lecture, class recitation, extensive use of language lab and proficiency based series of specially designed computer programs and games. Continuing study of Modern Standard Arabic reading, writing, and speaking. Daily written assignments, dictations, frequent quizzes, and exams.
Requisite: Arabic 126, 146, or consent of the instructor. First semester. University of Massachusetts.

Asian 230f. Elementary Arabic II. Same description as Arabic 226.
First semester. Mount Holyoke.

Arabic 326. Intensive Intermediate Arabic. Lecture, recitation, introduction to defective verbs. Extensive reading, writing, aural comprehension and speaking. A proficiency-based computer program is available for students. They are expected to work at least two hours a week on this program. Text: *Intermediate Modern Standard Arabic I, II, and III.*
Requisite: Arabic 126, 146, 226, 246, or consent of the instructor. First semester. University of Massachusetts. (Will not be taught by Lecturer Jiyad in 1991-92.)

Arabic 246. A continuation of Arabic 226.
Second semester. University of Massachusetts.

Asian 231s. Elementary Arabic II. A continuation of 230f.
Second semester. Mount Holyoke College.

Arabic 346. Intensive Intermediate Arabic. A continuation of Arabic 326.
Second semester. Omitted 1990-91. University of Massachusetts. (Will not be taught by Lecturer Jiyad in 1991-92.)

MICHAEL T. KLARE, Associate Professor of Peace and World Security Studies (at Hampshire College under the Five College Program)

Social Science 174. War, Revolution and Peace. (Co-taught with Professor Allan Krass of Hampshire College.) An introduction to the causes and dynamics of armed conflict in the modern world, and an assessment of both traditional and innovative approaches to the prevention and control of conflict. Will begin with an introduction to the theoretical literature on the causes of war and rebellion, and proceed to a discussion of the nature and dynamics of modern warfare—including nuclear war, full-scale conventional conflict, and revolutionary warfare. Will conclude with an examination of several routes to international peacemaking, including arms control and disarmament, U.S. peacekeeping operations, mediation and conflict resolution, and citizen activism. Students will also study a particular contemporary conflict as part of their term project. Intended for first-and second-year students with an interest in peace and world security studies.

First semester. Hampshire College.

Government 251b. Problems of International Security in the 1990s. Same description as Political Science 397A.

Second semester. Omitted 1991-92. Smith College.

International Relations 311S. Problems of International Peace and Security. A research-oriented seminar on critical problems of international peace and security in the 1990s, intended for students who seek to enhance both their research skills and their understanding of current world security affairs. In 1992 will focus on problems of regional conflict in the Third World, and on problems arising from the flow of advanced military technologies (nuclear, chemical, and conventional) from the industrial powers of the "North" to the emerging regional powers of the developing world. Will also consider both traditional and innovative approaches to the amelioration of these problems. The course will begin with presentations on these themes by the instructor, along with a discussion of research principles and methods. Each student will select a particular problem for intensive study, to result in a research paper and oral report on this topic. This course is particularly suited for upper-division students who intend to pursue graduate education in this field or who seek to obtain positions or internships with government and non-governmental agencies in the field.

Second semester. Mount Holyoke College.

AHMET KUYAS, Assistant Professor of History (at Mount Holyoke College under the Five College Program).

History 111f. The Modern Middle East. A survey of the modern Middle East, including the Muslims of Russia, from the begining of the nineteenth century to the present. The course will study the political and ideological developments under European pressure: the process of imperialist penetration, the soul-searching provoked by the challenge of Europe, the various responses developed by Middle Eastern societies, and present-day problems related to those responses.

First semester. Mount Holyoke.

History 209a. The Middle East and World War I. (Lecture) A detailed investigation of the most significant event in the formation of the Modern Middle East. Focus on regional tensions on the eve of the war, developments during the war, and the reshaping of the Middle East after the war. Special reference to imperialist nationalisms.

First semester. Smith College.

History 211s. History of Modern Turkey. The course will cover the period from the Young Turk Revolution of 1908 to the establishment of multiparty democracy. In addition to the study of intellectual movements, emphasis will be placed on the most significant aspects of the Kemalist Revolution: the development of secularism, the building of a national economy, and the attempt at creating a new national identity.

Second semester. Mount Holyoke.

Social Science 251. Nationalism in the Middle East. Starting from the late ninteenth century this course will examine the rise of nationalist ideology in the middle east including the Turkic-speaking peoples of the Russian empire. Special attention will be paid to the relationship between social political development and the rise of nationalism to the problems created by the advent of the new ideology, and to its role in the still persistant conflict between secularism and fundamentalism.

Second semester. Hampshire College.

ANTHONY LAKE, Professor in International Relations (at Mount Holyoke College under the Five College Program).

International Relations 300f. The Vietnam War. The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impulses for deepening involvement and then withdrawal; the negotiations to find a peaceful settlement; and the effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies. Three class hours per week.

Enrollment limited. First semester. Mount Holyoke College.

Political Science 40f. Case Studies in American Foreign Policy. See Political Science 40f for description.

Enrollment limited. First semester. Amherst College.

Social Science 310. Third World Revolutions. An examination of the purposes, causes and results of revolutions in the Third World. After consideration of relevant general theories on the subject, the course will concentrate on five case studies: revolutions in China, Vietnam, Cuba, Nicaragua, and Iran. In each case, attention will be given first to the course of the rebellion and then to the political, social and economic consequences of the revolution in succeeding years. Cases of current or incipient revolutions will then be examined.

Enrollment limited. Second semester. Hampshire College.

International Relations 273s. Case Studies in American Foreign Policy. Same description as Political Science 40f.

Second semester. Mount Holyoke College.

Social Science 295. America and the Third World. An examination of alternative views of the Third World and possible American policy approaches toward it, covering such issues as human rights and containment; trade, debt and investment; energy; food; population growth; refugees; women and development; and foreign assistance strategies. Economic issues will be addressed from a policy rather than theoretical perspective, suitable for non-economists. Lectures and discussions.

First semester. Omitted 1991-92. Hampshire College.

SHLOMO LEDERMAN, Assistant Professor of Hebrew (at the University of Massachusetts under the Five College Program).

Jewish Studies 110d. Elementary Modern Hebrew. A one-year elementary course in spoken and written Israeli Hebrew. Emphasis first semester will be on the development of oral proficiency and the acquisition of reading and writing skills. Second semester will include the reading and discussion of authentic Hebrew texts.

First and second semesters. Smith College.

Hebrew 201. Intermediate Modern Hebrew I. Continues study of modern Hebrew; increases proficiency in conversation, reading and writing skills. Adapted short stories, audiovisual aids. Written and oral exercises, language lab attendance.

Requisite: Hebrew 101, 102, or consent of the instructor. First semester. University of Massachusetts.

Hebrew 202. Intermediate Modern Hebrew II. Continuation of Hebrew 201. Further work in Hebrew conversation, grammar, reading and writing. Adapted short stories, videotapes. Class participation, written and oral exercises, language lab attendance.

Requisite: Hebrew 201 or consent of the instructor. Second semester. University of Massachusetts.

ELIZABETH H. D. MAZZOCCO, Visiting Assistant Professor of Italian and Director of the Five College Foreign Language Resource Center (at the University of Massachusetts under the Five College Program).

Italian 230, Lecture 3. Intermediate Italian I. Reading, discussion, revision of grammer and exercises. To achieve more fluency in reading, speaking and writing Italian, and to consolidate grammer. One mid-term and one final exam, quizzes, oral comprehension, written exercises and composition. This course prepares the student for eligibility for our Italian program abroad in Siena.

Requisite: Italian 120, 126, or consent of the instructor. First semester. University of Massachusetts.

ALI MIRSEPASSI, Assistant Professor of Sociology (at Hampshire College under the Five College Program).

Social Science 235. Societies and Cultures of the Middle East. The primary purpose of the course is to facilitate cross-cultural communication and understanding by introducing students to various facets of the modern Middle East: geography, culture (language, religion, literature, and art), political systems, and economic development.

First semester. Hampshire College.

Near Eastern Studies 391B. Critical Perspectives on the Modern Middle East. Promotes critical thinking about the Middle East by analyzing how stereotypes hinder understanding of "other" cultures and societies. Critical survey of the Middle East's image in the West as reflected in academic disciplines, media, and popular culture. Entails perspectives of religious and secular intellectuals, including women intellectuals, from the area.
First semester. University of Massachusetts.

Sociology 42. Religion, Culture and Social Change in the Middle East. See Sociology 42 for description.
Second semester. Amherst College.

Social Science 234. Sociology of Islam. Critical survey of sociological theories of religion and their relevance to understanding Islam as a social construct. Classical (Comte, Durkheim, Marx, Weber) and contemporary (Frankfurt School, Parsons, Berger, Geertz, Luhmann, Habermas) sociological theories will be considered. The relationship between Islam and capitalism, the link between modern class formation and secular ideologies, and the evolution of civil society in the Middle East will be examined.
Second semester. Hampshire College.

NGUGI WA THIONG'O, Five College Distinguished Visiting Professor of Literature (at Amherst College under the Five College Program).

English 47. Imperialism in Modern Literature. See English 47 for description.
Requisite: At least one previous course in African Studies. Limited to 30 Juniors and Seniors. Students in this course will be equitably distributed among the five colleges. First semester. Amherst College.

Comparative Literature 237a. Colonialism and African Literature. The rise and the growth of African literature are inseparable from the imposition of colonialism and the resulting anti-colonial resistance. The choice of European languages as the vehicle of much of this writing is the clearest and most obvious evidence of this imposition. But how these writers have used the languages of imposition to meet their needs is also evidence of the resistance tradition in modern African literature. The literature embodies an anti-colonial consciousness which carries both protest against human degradation and affirmation of the values of human dignity and courage. The course explores the work of a number of African writers against that background. Students in this course will be equitably distributed among the five colleges.
First semester. Smith College.

J. MICHAEL RHODES, Professor of Geochemistry (at the University of Massachusetts under the Five College Program).

Geology 105a. Volcanic and Geological Hazards. A review of volcanic and other geological hazards (earthquakes, landslides, meteorite impacts) and their effects on man, property and the environment. The current state of predicting such geological hazards will be covered, and the steps to be taken to minimize their impact. Intended for non-science majors.

First semester. Omitted 1991-92. Smith College.

Geology 591M. Geochemistry of Magmatic Processes. Geochemical aspects of the formation and evolution of the earth's mantle, and the generation of crustal rocks through magmatic processes. Topics will include cosmic abundances and nebula condensation, chemistry of meteorites, planetary accretion, geochronology, chemical and isotopic evolution of the mantle, composition and evolution of the earth's crust, trace element and isotopic constraints on magma genesis.

Requisite: Petrology and/or Introductory Geochemistry. First semester. University of Massachusetts.

Geology 591G. Analytical Geochemistry. A review of modern analytical techniques that are widely used for the analysis of major and trace elements in geological samples. Topics to be covered will include optical emission and absorption spectrometry, X-ray fluorescence and diffraction analysis, neutron activation analysis and mass-spectrometric isotope dilution analysis. Emphasis will be on the principles of these analytical techniques, the sources of error associated with each, and the role that they play in analytical geochemistry.

Requisite: Petrology or Introductory Geochemistry recommended. Second semester. Omitted 1991-92. University of Massachusetts.

Geology 512. X-Ray Fluorescence Analysis. Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials.

Recommended requisite: Analytical Geochemistry. Second semester. University of Massachusetts.

Geology 591V. Volcanology. A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes will be presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism.

Requisite: Petrology advised. Enrollment limited. Institutional location of class will be varied, depending on enrollment. Second semester. University of Massachusetts.

FIVE COLLEGE AFRICAN STUDIES CERTIFICATE PROGRAM

The Five College African Studies Certificate Program is administered by the Five College African Studies Council through its Faculty Liaison Committee, which consists of the certificate program advisors from each of the five colleges. The certificate program offers an opportunity for students to pursue an interest in African Studies as a complement to their majors.

Requirements: The Five College African Studies Certificate Program requires a minimum of six courses on Africa. Africa courses are defined as those whose content is at least 50% devoted to Africa per se. The program is designed to be broadly interdisciplinary in character. Students are expected to commence their certificate program studies with an introductory course whose focus ranges continent-wide. Subsequent courses should be more advanced and more specific in focus. A coherent plan of study should be developed between the student and his or her certificate program advisor. Students are encouraged to complete their studies of Africa with an independent study course that gives this course work in African Studies a deliberate integrative intellectual focus.

Minimum requirements of the Five College Certificate in African Studies are:

1. A minimum of one course providing an introductory historical perspective that surveys the entire African continent;
2. A minimum of one course on Africa in the social sciences (anthropology, economics, geography, political science, sociology);
3. A minimum of one course on Africa in the fine arts and humanities (an African language, art, folklore, literature, music, philosophy, religion);
4. A minimum of three more courses on Africa, each in a different department, chosen from history, the social sciences, or the fine arts and humanities;
5. Proficiency in a language other than English through the level of second year in college, to be fulfilled either in a language indigenous to Africa or an official language in Africa (French, Portuguese or Arabic).

No more than two courses in any one department may be counted toward the minimum requirements of this certificate. With the approval of the student's certificate program advisor, not more than two relevant courses taken at schools other than the five colleges may be counted toward the minimum certificate requirements. Students must receive a grade of *B* or better in every course that qualifies for the minimum certificate requirements. No course that counts for the minimum requirements may be taken on a pass/fail basis. Students are also encouraged to take advantage of opportunities currently available on each campus through 'study abroad' programs to spend a semester or more in Africa.

Students who complete the certificate program requirement will be given a certificate from the Five College African Studies Council, and the following entry shall be made on the student's permanent college record: "Completed requirements for the Five College African Studies Certificate."

Further information about the Five College African Studies Certificate Program is available from the certificate program advisor at Amherst

College, who will have a list of courses at all five colleges which will satisfy certificate requirements, as well as certificate program application forms. (Such lists and forms are also available at the Five College Center.) During 1991-92 the Amherst certificate program advisor is Professor Reinhard W. Sander of the Departments of English and Black Studies.

FIVE COLLEGE INTERNATIONAL RELATIONS CERTIFICATE PROGRAM

The Five College International Relations Certificate is issued by Mount Holyoke College on behalf of the Five Colleges. The purpose of the International Relations Certificate Program is to encourage students interested in international relations but majoring in other fields to develop a coherent approach to the study of this subject. The Program recommends a disciplined course of study designed to enhance students' understanding of complex international processes—political, military, economic, social, cultural, and environmental—that are increasingly important to all nations. Receipt of the certificate indicates that the student has completed such a course of study as a complement to his or her major.

An Amherst student qualifies for the certificate by satisfactorily completing the following seven requirements:

1. A course in introductory world politics;
2. A course concerning global institutions or problems;
3. A course on the international financial and/or commercial system;
4. A modern (post-1789) history course relevant to the development of the international system;
5. A course on contemporary American foreign policy;
6. Two years of college-level foreign language study;
7. Two courses on the politics, economy and/or society of foreign areas, of which one must involve the study of a Third World country or region.

No more than four of these courses in any one discipline can be counted toward the certificate. No single course can satisfy more than one requirement. A grade of *B* or better must be achieved in a course in order for it to count toward the certificate. Amherst students should request grades for Hampshire College courses offered in fulfillment of requirements for the certificate.

The Certificate Program is administered by the Five College International Relations Committee whose members also serve as faculty advisors concerning the program on the five campuses. Amherst students' selection of courses to satisfy the requirements for the certificate is monitored and approved by Amherst's faculty advisor. Further information about the Five College International Relations Certificate Program can be obtained from the faculty advisor at Amherst who will have copies of a list of courses at all five colleges which satisfy certificate requirements, as well as Certificate Program application forms. (Such lists and forms are also available at the Five College Center.) During 1991-92, the Amherst faculty advisors will be Professors Pavel Machala and William Taubman. Advisors at other colleges are: Hampshire College—Benjamin Wisner; Mount Holyoke College—Vincent Ferraro and Anthony Lake; Smith College—Peter Rowe; the University of Massachusetts—James Der Derian, Peter Haas, Stephen Pelz, and M.J. Peterson.

FIVE COLLEGE LATIN AMERICAN AND CARIBBEAN STUDIES CERTIFICATE PROGRAM

The Five College Latin American and Caribbean Studies Certificate is issued by the Five College Council on Latin American Studies. The Certificate program provides a framework for students interested in Latin America and the Caribbean to develop a coherent, interdisciplinary approach to the study of this subject.

Requirements: The Certificate Program requires eight courses on Latin America and the Caribbean that include the following:

1. An introductory course in the social and political history of Latin America and/or the Caribbean
2. One course on Latin America or the Caribbean in the humanities (including art, dance, film, folklore, literature, music, religion, and theater)
3. One course on Latin America or the Caribbean in the social sciences (including anthropology, economics, geography, political science, history, and sociology)
4. An interdisciplinary seminar (normally in the senior year) that brings together the various themes and techniques of analysis learned in the above courses. One way to meet this requirement would be through interdisciplinary colloquia offered at Amherst. This requirement could also be met through a five college seminar that will be taught by two or more faculty members from different disciplines. Each year, the Amherst College advisor will identify those courses that fulfill this requirement.

Students must earn a grade of B or better in each course. In addition, students must meet a language requirement, demonstrating proficiency in

Spanish or Portuguese at the level of a fourth-semester language course. This requirement can be met through coursework or through an examination. However, language instruction will not count toward the eight courses required for the certificate.

The program is designed to be broadly interdisciplinary in character. Students are expected to begin with an introductory course that covers a range of countries and themes, and proceed to more advanced and focused areas of study. A student's specialization in Latin America and the Caribbean may include a semester or year of study abroad or a summer doing field research for a senior honors thesis in the student's major. Some, though not all, of this coursework may count toward the eight courses required for the Certificate, according to guidelines set by the Amherst advisor and the Five College Council.

Interested students are invited to speak to the Amherst College faculty advisor to the Certificate Program as early in their course work as possible, and preferably no later than the middle of their third year of studies. This faculty advisor will help students design their programs of study and provide a list of courses at the Five Colleges that satisfy the certificate requirements, as well as certificate program application forms. (Such lists and forms are also available at the Five College Center.) During 1991-92, the Amherst College faculty advisor is Professor James Maraniss of the Romance Languages Department.

VI

PROFESSORSHIPS
LECTURESHIPS
HONORS
FELLOWSHIPS
FELLOWS
PRIZES AND AWARDS
ENROLLMENT

Professorships

Parmly Billings Professorship in Hygiene and Physical Education. Established in 1890 by Frederick Billings of Woodstock, Vermont, this Professorship honors the memory of his son, Parmly Billings 1884.

Class of 1880 Professorship in Greek. Given to the College at its fiftieth reunion in 1930, this Fund was created by all living members of the Class and supports teaching in Greek language and literature.

Henry Steele Commager Professorship. Established in 1991 by Wyatt Haskell '61, Jonathan Rosen '66, and others in recognition of Professor Commager's 35 years of distinguished scholarship and dedication to the teaching of undergraduates at Amherst College.

George H. Corey 1888 Professorship of Chemistry. Established in 1952 by bequest of George H. Corey 1888.

William Nelson Cromwell Professorship of Jurisprudence and Political Science. Established in 1948 by bequest of William Nelson Cromwell, founder of New York City law firm, Sullivan & Cromwell.

George Lyman Crosby 1896 Professorship of Philosophy. Established in 1950 by Stanley Warfield Crosby, brother of George Lyman Crosby 1896.

Stanley Warfield Crosby, Jr., Professorship of Religion. Established in 1950 by Stanley Warfield Crosby '13 in memory of his son, Stanley Warfield Crosby, Jr., who was killed in the Korean War.

Amanda and Lisa Cross Professorship. Established in 1980 by Theodore L. Cross '46, Trustee 1973-85, emeritus since 1985, in honor of his daughters, Amanda and Lisa Cross.

Sidney Dillon Professorship of Astronomy. Established in 1894 by the family of Sidney Dillon, Chairman of Union Pacific Railroad.

Joseph B. Eastman '04 Professorship of Political Science. Established in 1944 by friends of Joseph B. Eastman '04, Trustee 1940-44. Eastman was Director of the U.S. Office of Defense Transportation during World War II.

Edwin F. and Jessie Burnell Fobes Professorship in Greek. Established by Professor Francis H. Fobes, who taught Classics 1920-48, emeritus 1948-57.

Eliza J. Clark Folger Professorship. Established in 1930 by Emily Jordan Folger (Mrs. Henry Clay Folger), in honor of Mr. Folger's mother.

Emily C. Jordon Folger Professorship. Established in 1930 by Emily Jordan Folger (Mrs. Henry Clay Folger).

Henry Clay Folger 1897 Professorship. Established in 1930 by Emily Clay Folger (Mrs. Henry Clay Folger).

Clarence Francis '10 Professorship in Social Sciences. Established in 1969 in honor of Clarence Francis '10, former Chairman of General Foods and Amherst Trustee 1944-50.

Julian H. Gibbs '46 Professorship in Natural and Mathematical Sciences. Established by the Trustees in 1983 to honor Julian H. Gibbs '46, Professor of chemistry and fifteenth President of the College.

Samuel Green Professorship. Established in 1867 by John Tappan, Trustee 1834-1854, and founding pastor of Union Church in Boston, to support a Professorship in Biblical History and Interpretation in honor of Samuel Green, also pastor of Union Church in Boston.

Edward S. Harkness Professorship. Established in 1930 by Edward S. Harkness, New York philanthropist.

William H. Hastie Professorship. Established in 1986 by the Trustees to honor Judge William H. Hastie '25, the first black federal judge and Chief Justice of the U.S. Court of Appeals for the Third Circuit. Judge Hastie was Trustee 1962-75, emeritus 1975-76.

Samuel A. Hitchcock Professorship in Mineralogy and Geology. Established in 1847 by Samuel A. Hitchcock of Brimfield, Massachusetts, who had been a Boston merchant, and Samuel Williston, Easthampton button manufacturer and Trustee 1841-74.

Charles Hamilton Houston '15 Professorship. Established in 1987 by Gorham L. Cross '52 to honor the achievements of Charles Hamilton Houston '15, one of Amherst's most distinguished graduates and principal architect of the legal strategy leading to the 1954 Supreme Court decision in *Brown vs. the Board of Education*, overturning race discrimination in U.S. public schools.

William R. Kenan, Jr., Professorship. Established in 1969 by the William R. Kenan, Jr., Charitable Trust.

Stanley King '03 Professorship of Dramatic Arts. Established in 1952 by the Trustees in recognition of the generosity and service of Stanley King, President 1932-46, emeritus 1946-51.

Rufus Tyler Lincoln Professorship of Biology. Established in 1916 by Caroline Tyler Lincoln (widow of Rufus P. Lincoln 1862) in memory of her son, Rufus Tyler Lincoln.

Massachusetts Professorship of Chemistry and Natural History. Established in 1847 by the Trustees in recognition of a grant from the Commonwealth of Massachusetts.

John J. McCloy '16 Professorship of American Institutions and International Relations. Established in 1983 by the Trustees to honor John J. McCloy '16, Trustee 1947-69, Chairman 1956-69, emeritus and Honorary Chairman of the Corporation since 1969.

William R. Mead Professorship in Fine Arts. Established in 1936 by bequest of Mr. and Mrs. William R. Mead 1867. William R. Mead was a founder of McKim, Mead and White, architects.

Andrew W. Mellon Professorship. Established in 1974 by a grant from the Andrew W. Mellon Foundation.

Charles E. Merrill '08 Professorship of Economics. Established in 1950 by Charles E. Merrill '08.

Zephaniah Swift Moore Professorship. Named for the first President of the College and held by a distinguished classicist on the Amherst College faculty.

Dwight W. Morrow 1895 Professorship in Political Science or American History. Established in 1941 by bequest of Dwight W. Morrow 1895, Trustee 1916-1931.

Anson D. Morse Professorship in History. Established in 1924 by Dwight W. Morrow 1895, Trustee 1916-31, in honor of Professor Anson Morse, who taught at Amherst from 1878 to 1907.

John C. Newton Professorship of Greek. Established in 1891 by bequest of John C. Newton, a Worcester building contractor, because of his affection and respect for Professor Richard Mather (Greek, sculpture).

Edward N. Ney '46 Professorship in American Institutions. Established in 1986 by Edward N. Ney '46, Trustee 1979-89, emeritus since 1989.

George Daniel Olds Professorship in Economics. Established in 1914 by Frank L. Babbott, Jr. '13 to honor Dean George D. Olds, who later served as President 1924-27, emeritus 1927-31.

Ward H. Patton Professorship in Economics. Established in 1989 by Ward H. Patton, Jr. '42, in memory of his father, who was instrumental in building the Green Giant Company.

E. Dwight Salmon Professorship of History. Established in 1989 by Thomas H. Wyman '51, Trustee since 1976 and Chairman of the Board of Trustees since 1985, to honor Professor Emeritus E. Dwight Salmon, who taught history at Amherst from 1926 to 1963.

Winthrop H. Smith '16 Professorship of American History and American Studies. Established in 1956 by Winthrop H. Smith '16, Trustee 1952-61.

Bertrand H. Snell Professorship of American Government. Established in 1960 by bequest of Bertrand H. Snell 1894.

Stone Professorship of Natural Sciences. Established in 1880 by Valeria Goodenow Stone in honor of Julius H. Seelye, President 1876-90.

Willard Long Thorp Professorship of Economics. Established in 1989 by alumni and friends to honor Willard Long Thorp '20, Professor of Economics 1926-33 and 1952-63, Trustee 1942-55, and Acting President 1957.

Joseph E. and Grace W. Valentine Professorship in Music. Established in 1982 by bequest of Joseph E. and Grace W. Valentine.

William J. Walker Professorship in Mathematics and Astronomy. Established in 1861 by Boston physician William J. Walker.

Thomas B. Walton, Jr., Memorial Professorship. Established in 1984 by Thomas B. Walton in memory of his son, Thomas B. Walton, Jr. '45.

G. Henry Whitcomb Memorial Professorship. Established in 1921 in memory of G. Henry Whitcomb 1864, Trustee 1884-1916, Treasurer 1895-1898, by his three sons.

L. Stanton Williams '41 Professorship. Established in 1990 by L. Stanton Williams '41, former Chairman and Chief Executive Officer of PPG Industries, to support teaching and scholarship that encourages students to use the skills and knowledge acquired at Amherst not merely for their own self interest, but for the benefit of their communities and the wider society as well.

Samuel Williston Professorship of English. Established in 1845 by Samuel Williston, Easthampton button manufacturer and Trustee 1841-74.

Samuel Williston Professorship of Greek Language and Literature. Established in 1863. Formerly known as Graves Professorship of Greek Language and Literature.

Henry Winkley Professorship in History. Established in 1885 by Henry Winkley, New York and Philadelphia retailer.

Lectureships

The Henry Ward Beecher Lectureship. This lectureship fund was founded by the late Frank L. Babbott, LL.D., of the Class of 1878, in honor of Henry Ward Beecher, of the Class of 1834. The incumbent is appointed biennially by the Faculty for supplementary lectures in the departments of history and the political, social, and economic sciences.

The Copeland Colloquium Fund. This fund was established in 1971 by Morris A. Copeland '17. The Colloquium supports visiting fellows who remain in residence at Amherst and pursue their own diverse interests while engaging themselves in various ways with faculty and students.

Croxton Lectureship. The Croxton Lecture Fund was created in 1988 by William M. Croxton '36 in memory of his parents, Ruth L. and Hugh W. Croxton. Income from this endowed Fund is used by the Faculty Lecture Committee to pay for guest speakers invited by various departments to focus on topical issues.

The Clyde Fitch Fund. A fund was established by Captain and Mrs. W. G. Fitch of New York in memory of their son, Clyde Fitch, of the Class of 1886. The income of this fund is to be used for the furtherance of the study of English literature and dramatic art and literature.

The Forry Fund in Philosophy and Science. This fund was established in 1983 by John I. Forry, Class of 1966, and Carol M. Forry. The income is to be used to promote the study of philosophical issues arising out of new developments in the sciences, including mathematics, and issues in the philosophy and history of science.

The Charles H. Houston Forum. This fund was established in 1980 by Gorham L. Cross, Jr., to honor Charles H. Houston '15. The income from this fund is to be used to bring lecturers on law and social justice to Amherst.

The Victor S. Johnson Lectureship Fund. This fund was established in memory of Victor S. Johnson by his sons for the purpose of "bringing to the campus each year a stimulating individual worthy of the lecturer's purpose of serving the best tradition of the liberal arts and individual freedom."

The Corliss Lamont Lectureship for a Peaceful World. The income from this fund, which was established by Corliss Lamont, is to be used to support lecturers who may provide insight into the analytical or operational problems of lessening friction among nations.

The Max and Etta Lazerowitz Lectureship. This fund was established in 1985 by Professor Emeritus Morris Lazerowitz of Smith College to honor his parents. The income from this fund is used to provide for the annual appointment of the Lazerowitz Lecturer, who is a member of the Amherst College Faculty below the rank of full professor.

The Georges Lurcy Lecture Series. Established in 1982 by the Georges Lurcy Charitable and Educational Trust, this lectureship was given to the College to bring distinguished foreign speakers to Amherst.

The Everett H. Pryde Fund. This fund was established in 1986 by Phyllis W. Pryde in honor of her late husband Everett H. Pryde '39. Income from this fund is used to bring to the College distinguished visiting scientists, particularly graduates of the College, to lecture on selected topics in the field of chemical research; and to provide the Everett H. Pryde Research Award, to be made annually to a Senior who has been an outstanding teaching assistant in chemistry and who shows great promise for carrying out research in science or medicine.

The George William and Kate Ellis Reynolds Lectureships. This fund, established by the late George W. Reynolds of the Class of 1877, provides an annual income which is divided into three equal parts to provide lectureships on Christ and Christianity, science, and American democracy.

The John Woodruff Simpson Lectureship. A fund was established in memory of John Woodruff Simpson, of the Class of 1871, by his wife and daughter. The income is to be used for fellowships and "to secure from time to time, from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College."

The Willis D. Wood Fund. The income from this fund, established in memory of Willis D. Wood 1894, is used for the purpose of "bringing to the campus, for varying lengths of stay, persons in the field of religion to meet and talk with students and faculty about different aspects of the spiritual life."

Honors

THE PHI BETA KAPPA SOCIETY

Massachusetts Beta Chapter. The students elected to membership in this honor society are those of highest standing. A preliminary election of outstanding students occurs at the end of the first semester of Junior year, and further elections occur at the end of the first semester and at Commencement time of Senior year.

President: Professor Patricia B. O'Hara
Vice-President: Professor Kannan Jagannathan
Secretary-Treasurer: Gerald M. Mager
Auditor: Professor Rose R. Olver

INITIATES 1991

Class of 1992

Natasha Carlitz
Richard Anthony Kugler
Tishya Anne Leong
Gregory Joseph Murphy

Class of 1991

Erin Elizabeth Ash
Samuel Scott Becker
Amy Lynn Bergquist
Jeffrey Richard Bernstein
Shagufta Bashir Bidiwala
Katherine Irene Brick
Matthew Willard Butterfield
Jason Lee Cooper
Elizabeth Cullen DeHaas
Laurie Ann DeMarco
Lisa Pauline Fenwick
Douglas Brian Fishbone
William Roy Fisher III
Brian Michael Freel
Michael Stephen Grady
Paige Elizabeth Hadtke

David Sumner Hall
Joseph McLean Hall, Jr.
Harold Roy Herzog III
John Fuller Holland
Joshua Samuel Jacobs
Kent Sherwood Johnson
Ari Juels
Melissa Kantor
Andrew David Kaufman
Jennifer Lynn Kell
Melissa Anne Olivia Lawrence
Coates Lear
William Wallace LeCates
Jessica Diana Levenstein
Jeffrey David Lomonaco
Paul Charles Milazzo
Ann Rachel Miler
Henry Okazaki
Charles Edward Owensby, Jr.
Rebecca Elisabeth Poage
Mitchell Warren Reed
Wendy Jean Rich
Beth Ann Richman
Theodore Austin Ridgway
Libbie Shayne Rifkin
Jeremy Seth Rosenholtz
Deborah Jane Saltzman
Andrew Robert Schwartz
Launa Ann Schweizer
William Anthony Sheppard VI
Jacqueline Dee Sherman
Paul Forrest Siegel
Rebecca Luna Stein
Kristen Maria Summers
Derek Luke Sweene
Christopher Michael Taylor
Eric Herbert Troffkin
Stephanie Kaye Michelle Turner
Barbara Lynn Watson
Traci Tomiko Watson

THE SOCIETY OF SIGMA XI

Sigma Xi, the National Honorary Scientific Research Society, was founded in 1886, and the Amherst Chapter was installed March 23, 1950. As one of its purposes, the Society gives recognition to those students, members of the Faculty, research associates, and alumni who have demonstrated ability to carry on constructive scientific research or who show definite promise of research ability. Other functions are the maintenance of companionship among investigators in the various fields of science, the holding of meetings for the discussion of scientific subjects, and the fostering of an interest in scientific research in the College.

Undergraduates who show definite promise of research ability are typically recommended to associate membership by the departments concerned.

President: Professor David I. Ratner

Full Membership

George Catlin
John E. Rager III

Associate Membership, Class of 1991

J. Winslow Alford
Steven Eric Apsel
Laura Ann Banfield
Steven Morison Bennett
Joseph Anthony Christiano, Jr.
Daphne Sue Cross

Marvalyn Elizabeth DeCambre
Jennifer Ruth Eden
David Jason Farber
Karen Celia Fox
Robert James Fox
Richard Cheng-Yu Fung
Lisa Katherine Gilliam
Juan Pablo Gonzalvo
Julian Benjamin Gordon
David Sumner Hall
Kirsten Elizabeth Hardiman
Jason Laurence Hornick
Kent Sherwood Johnson
Eleanor Lydia Kim
Aaron Francis Kulick
Hyuck-Jin Lee
Kelly Elise Loeb
Peter Jeffrey John Marshall
Heather Kintz McLaughlin
Peter Nadim Nassar
Diane Marie O'Brien
Tilden Naoyuki Osako
Rebecka Peebles
Sean Taylor Prigge
Theodore Austin Ridgway
Lee Stuart Ruderman
Nancy Montgomery Sanders
Andrew Robert Schwartz
Mary Rebecca Shoemaker
Paul Forrest Siegel
Jennifer Sue Smith
Jenna Carlson Steere
Lara Lee Sutherland
Artis Ann Tague
A. John Turjoman
Angela Marie Vasquez
Glenn Aaron Weiner
Crista Louise Wilson

Fellowships

COLLEGE FELLOWSHIPS

FROM the income of the College's fellowship funds, approximately 200 awards are made annually to graduates of Amherst College for study in graduate or professional schools. Applications should be made by February 10 on forms available in December from the Fellowships Office. This same deadline applies to seniors and to graduates. The awards are determined by the Faculty Committee on Student Fellowships. An exception to this is the Amherst-Doshisha Fellowship for which the deadline is November 15 and for which there is a special Selection Committee.

The Amherst-Doshisha Fellowship. Amherst-Doshisha Fellowship at Amherst House, Doshisha University, Kyoto, Japan. An opportunity to work in a bicultural setting with Professor Otis Cary, Representative of the College at Doshisha, is open to graduating seniors and recent alumni of the College for a term of one, or in some cases, two years. The recipient will have the opportunity to assist Prof. Cary in the activities of Amherst House and to teach English to Japanese students. No knowledge of the Japanese language is required.

The fellowship offers a stipend and an allowance for travel and incidental expenses, shared equally between Amherst and Doshisha. The fellowship year is normally from September to August. It carries with it formal teaching responsibilities in the English language at Doshisha University, at the Freshman and Sophomore level. The academic year at Doshisha allows fellows to travel in Asia during February and March.

Applicants should complete applications no later than November 15. This fellowship is awarded by the Board of Trustees upon the recommendation of the Amherst-Doshisha Fellowship Committee.

The Amherst Memorial Fellowships. These fellowships, in memory of Amherst graduates who gave their lives for an ideal, are given primarily for the study of social, economic, and political institutions, and for preparation for teaching and the ministry. The fund was established because of the "need for better understanding and more complete adjustment" between humans and their "existing social, economic, and political institutions for the study of the principles underlying these human relationships."

The object of the fellowships is to permit students of character, scholarly promise, and intellectual curiosity to investigate some problem in the humanistic sciences. During previous training candidates should have given evidence of marked mental ability in some branch of the social sciences—history, economics, political science—and have given promise of original contribution to a particular field of study. It is desirable that they possess qualities of leadership, a spirit of service, and an intention to devote their efforts to the betterment of social conditions through teaching in its broad sense, journalism, politics, or field work.

Preference is given to candidates planning to do advanced work in the field of the social sciences, but awards may also be made to candidates who are planning to go to theological school in preparation for a career in the ministry and to those from other fields than the social sciences who are preparing for a career in teaching in secondary schools or colleges.

The fellowships are for one year but, upon reapplication, may be approved for one or two additional years, depending upon the nature of the subjects investigated or upon other circumstances which, in the judgment of the committee, warrant a variation in the length of tenure.

The stipend will vary according to the circumstances of the appointment. Awards will depend upon those aspects of individual cases which, in the judgment of the committee, most suitably fulfill the purpose of the foundation.

These fellowships are awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

The John Mason Clarke 1877 Fellowship in Paleontology and Geology. A fund from the estate of Noah T. Clarke was established in memory of his father, John Mason Clarke of the Class of 1877, to provide income for a fellowship or fellowships for the pursuit of studies in paleontology or geology, preferably in the New York State Museum in Albany, New York.

The Evan Carroll Commager Fellowship. This fund, established by Professor Henry Steele Commager in memory of his late wife and "as a testimony to her affection for this College," enables an Amherst student to study at Cambridge University. The fellowship is for one year but, upon reapplication, may be approved for a second year. The award is open to any student, with preference to Seniors and to those applying to Peterhouse, St. John's, Trinity, or Downing College.

The Henry P. Field Fellowships. Two fellowships are available from the income of the bequest of the late Henry P. Field of the Class of 1880 to promote graduate study in the fields of English and history. Appointments are made annually by the College on the recommendation of the departments of English and history.

The Warner Gardner Fletcher Fellowship. The income from a gift from the late Warner Gardner Fletcher of the Class of 1941 is awarded to "pursue work for the improvement of education." Preference is given to candidates who are engaged in the study of education and then to candidates for the Master of Arts in Teaching.

The Roswell Dwight Hitchcock Memorial Fellowship. A fund, established by the Alpha Delta Phi Fraternity, provides an annual award to a member or members of the Senior class for excellence in history and the social and economic sciences. The holder of the fellowship pursues for one year a course of study in history or economics, to be completed within the period of two years next following graduation.

The Rufus B. Kellogg University Fellowship. The income from a fund, established by the late Rufus B. Kellogg of the Class of 1858, provides certain prizes, and a fellowship award for three years to a graduate of Amherst College, who shall be appointed upon the following conditions: The Fellow is elected by the Faculty on the recommendation of the Faculty Committee on Student Fellowships. Consideration is given to Seniors or members of the classes graduated in the preceding six years. The fellowship is awarded to that graduate who, in the judgment of the Faculty, is best equipped for study and research, without regard to any other considerations, except that the Fellow should have an especially good knowledge of at least one modern foreign language and should have had at least one year of Latin in preparatory school or college. The three years shall be spent by the Fellow at a German university or other approved institution, for the study of philosophy, philology, literature, history, political science, political economy, mathematics or natural science. At least one college term of the final year shall be spent by the Fellow at Amherst College, to give lectures on a subject selected by the Fellow and approved by the Trustees. The lectures shall be published in book form or in a learned journal.

The Sterling P. Lamprecht Fellowship. From the income of this fund, fellowships are awarded to recent graduates of Amherst College for the pursuit of philosophy. Upon reapplication, these fellowships may be approved for a maximum of three years. They need not be awarded at all in one particular year, and it might be, if there were no suitable graduates, awarded to an undergraduate, in which case it would be known as the Sterling P. Lamprecht Scholarship. Preference, however, would be given for graduate study.

The Edward Poole Lay Fellowship. The income from a fund, established by Frank M. Lay, of the Class of 1893, and Mrs. Lay, in memory of their son Edward Poole Lay, of the Class of 1922, provides fellowships to graduates who have shown unusual proficiency and talent in music and who desire to continue studies in the field. Preference is given to candidates who are proficient in voice. In the event that there are no qualified candidates in the musical arts (especially voice and instrumental music), they may be awarded to qualified candidates in the field of the dramatic arts. These fellowships are awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

The Forris Jewett Moore Fellowships. These fellowships, in three fields of study, were established in memory of Forris Jewett Moore of the Class of 1889 by his widow, Emma B. Moore.

(1) A fellowship to graduates distinguished in the study of chemistry while undergraduates, who desire to engage in further study of that subject. Preference is given to eligible candidates for the field of organic chemistry.

(2) A fellowship to graduates distinguished in the study of history while undergraduates, who desire to engage in further study of that subject.

(3) A fellowship to graduates distinguished in the study of philosophy while undergraduates, who desire to engage in further study of that subject.

The George Stebbins Moses Memorial Fellowship. This memorial fellowship is awarded to a graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around person qualified in all respects as a religious and moral leader and a lover of ordinary people, and who is qualified scholastically to meet the calling of a theological career creditably. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration. The fellowship may be renewed for a second or third year at the discretion of the Committee. More than one fellowship may be awarded in any given year.

The George A. Plimpton Fellowships. These fellowships, established by the Board of Trustees in memory of George A. Plimpton of the Class of 1876, a member of the Board from 1890 to 1895 and from 1900 to 1936, and President of the Board from 1907 to 1936, are awarded *without stipend* to Seniors who are of outstanding scholastic ability and promise, who plan to continue their studies in graduate school, and who are not in need of financial assistance. These fellowships are awarded by the Board of Trustees on recommendation of the Faculty Committee on Student Fellowships.

The C. Scott Porter Memorial Fellowship for Graduate Study. Established in 1972 by the family of C. Scott Porter of the Class of 1919, mathematics professor, 1924-31, and Dean of the College from 1931-1966, the C. Scott Porter Memorial Fellowship is awarded annually to a graduate for further study without restriction as to department or field.

The Charles B. Rugg Fellowship. Established in memory of Charles Belcher Rugg of the Class of 1911, this fellowship is awarded to a graduate for the study of law. The award may be renewed for a second or third year upon recommendation of the Faculty Committee on Student Fellowships.

The John Woodruff Simpson Fellowships and Lectureships. A fund was established in memory of John Woodruff Simpson of the Class of 1871 by his wife and daughter. Income from the fund provides: (1) A fellowship for the study of law; (2) A fellowship for the study of medicine; (3) A fellowship for the study of theology, without regard to creed or religious belief; (4) A fellowship for study at any school, college or university in preparation for the teaching profession; (5) A fellowship for use in graduate study at the Universities of Oxford or Cambridge in England or at the Sorbonne in Paris. The fund may also be used to secure from time to time from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College.

These fellowships are awarded by the Board of Trustees upon the recommendations of the Faculty Committee on Student Fellowships.

The Benjamin Goodall Symon, Jr., Memorial Fellowship. This fellowship is awarded to a graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around individual qualified in all respects as a religious and moral leader, and who is qualified scholastically to meet the calling of a theological career creditably, although the student may plan to use the divinity school training for work in another field. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration.

The fellowship may be renewed for a second or third year at the discretion of the Committee. More than one fellowship may be awarded in any given year.

The Roland Wood Fellowship. Awarded annually on recommendation of the Department of Theater and Dance as a fellowship to one or more promising and deserving graduates of Amherst College for continued study in or of the theater.

DEPARTMENTAL FELLOWSHIPS

French Department Fellowship. The French Department offers two exchange fellowships. The appointments will be made by the Department after an announcement at the beginning of March and interviews. Amherst seniors with a high proficiency in French may apply.

The University of Dijon Assistantship. This fellowship is an appointment as teaching assistant in American Civilization and Language for one year at the University of Dijon. The fellowship offers a stipend paid by the French government and free admission to courses at the University.

Exchange Fellowship, Ecole Normale Supérieure in Paris. This fellowship is without stipend but offers a room at the Ecole Normale Supérieure and admission to any university course in Paris.

The Edward Hitchcock Fellowship. This fellowship, established by the late Mrs. Frank L. Babbott of Brooklyn, N.Y., is available for study in the department of physical education. Its object is to make the student familiar with the best methods of physical training, both in the gymnasium and on the field. The appointment is made by the Faculty upon the recommendation of the Department of Physical Education and Athletics.

Fellows

Joshua Abrams '85, *Amherst Memorial Fellow in Architecture.* University of Illinois at Chicago.

Indu B. Ahluwalia '84, *John Woodruff Simpson Fellow in Health Education and Health Behavior.* University of North Carolina at Chapel Hill.

Anna Aizer '91E, *Evan Carroll Commager Fellow in History.* The University of Cambridge.

Marcus V. Alston '91, *John Woodruff Simpson Fellow in Law.* The George Washington University.

Deborah M. Applegate '89, *Amherst Memorial Fellow in American Studies.* Yale University.

Clark C. Arnwine '85E, *Roland Wood Fellow in Critical Film Studies.* University of Southern California.

Valerie C. Aubry '82, *Amherst Memorial Fellow in Sociology of Education.*

Kathryn A. Baldwin '88, *Amherst Memorial Fellow in Comparative Literature.* Yale University.

Laura A. Banfield '91, *John Mason Clarke 1877 Fellow in Geology.* Rice University.

Ronald D. Bashford '88, *Roland Wood Fellow in Acting and Directing.* University of Delaware.

Neena Bashir '89, *John Mason Clarke 1877 Fellow in Geology.* California Institute of Technology.

Shahzad Bashir '91, *Benjamin Goodall Symon, Jr. Memorial Fellow in Religious Studies.* Yale University.

Francis X. Basile, Jr. '80, *John Woodruff Simpson Fellow in Medicine.* Cornell University Medical College.

Courtney A. Behrenhausen '91, *John Woodruff Simpson Fellow in Law.*

Georg F. Behrens '88, *Sterling P. Lamprecht Fellow and Forris Jewett Moore Fellow in Philosophy of Religion.* Columbia University.

Kathleen A. S. Benton '89, *Amherst Memorial Fellow in Public Administration.* The George Washington University.

Roger S. Berkowitz '90, *John Woodruff Simpson Fellow in Law.* The Boalt Hall School of Law, University of California at Berkeley.

Lee A. Bluemel '89, *George Stebbins Moses Memorial Fellow in Theology.* Harvard Divinity School.

Karin E. Bornstein '87, *Charles B. Rugg Fellow and John Woodruff Simpson Fellow in Law and East Asian Studies.* Columbia University School of Law and East Asian Institute.

Francisco J. Botto '89E, *John Woodruff Simpson Fellow in Law.* Northwestern University School of Law.

Philip O. Brandes '90, *John Woodruff Simpson Fellow in Law.* Fordham University.

David E. Brown '89, *Amherst Memorial Fellow in Ethnic American Literature.* University of California at Irvine.

Matthew W. Butterfield '91, *Edward Poole Lay Fellow in Music.* Private Study.

Anna S. Choi '86, *George Stebbins Moses Memorial Fellow in Hebrew Bible and Near Eastern Archaeology.* Boston University.

Eric W. Clemons '90, *Amherst Memorial Fellow in International Affairs.* Columbia University.

Monica M. Colvin '89, *John Woodruff Simpson Fellow in Medicine.* University of Alabama School of Medicine.

Sara A. Corello '86, *John Woodruff Simpson Fellow in Law.* Columbia University School of Law.

Kenneth G. Craw III '91, *Warner Gardner Fletcher Fellow in Secondary School Science Education.* Brown University.

Philip K. Crawford '89, *Edward Poole Lay Fellow in Creative Writing/Instrumental Music.* Private Study.

Jonathan A. Damon '87, *John Woodruff Simpson Fellow in Law.* Columbia University School of Law.

Elizabeth C. DeHaas '91, *Roland Wood Fellow in Feminist Dance Theater.* New York City.

Dirk A. Delo '89, *Amherst Memorial Fellow in Computers and Mathematics Education.* Columbia University Teachers College.

Jed E. Deppman '90, *Amherst Memorial Fellow in Comparative Literature.* University of Wisconsin at Madison.

Kirstin M. Dougall '90E, *Amherst Memorial Fellow in Visual Anthropology.* University of Southern California.

Andrew R. Dubin '88, *George Stebbins Moses Memorial Fellow in Bible.* Jewish Theological Seminary.

Danny W. Eaton '73, *Roland Wood Fellow in Playwriting.* Smith College.

Timothy D. Edwards '84, *Edward Poole Lay Fellow in Music Composition.* University of Chicago.

Hilary J. Englert '91, *Henry P. Field Fellow and Amherst Memorial Fellow in English Language and Literature.* The Johns Hopkins University.

Diana L. Erbsen '86, *John Woodruff Simpson Fellow in Law.* Northeastern University School of Law.

Timothy W. Eriksen '88, *Edward Poole Lay Fellow in Ethnomusicology.* Wesleyan University.

Eugena M. Estes '91, *Roswell Dwight Hitchcock Fellow in Economics.* Princeton University.

Kennan R. Ferguson '90, *Amherst Memorial Fellow in Political Science.* University of Hawaii at Manoa.

Michael J. Fisher '89, *John Woodruff Simpson Fellow in Medicine.* Harvard Medical School.

Eric L. Forsman '87, *Amherst Memorial Fellow in Political Theory.* The Johns Hopkins University.

Anthony P. Forte '89, *John Woodruff Simpson Fellow in Law.* University of Pennsylvania Law School.

Christopher G. Fox '88, *Amherst Memorial Fellow in French Literature.* The Johns Hopkins University.

William R. Franklin '89, *John Woodruff Simpson Fellow in Law.* Cornell University Law School.

Katherine E. Freedman '88, *Roland Wood Fellow in Theater.* Rhode Island College and Trinity Repertory Conservatory.

Theodore K. Frutiger '91, *Amherst Memorial Fellow in Architecture.* Yale University.

Tatsuro Fujikura '91, *Amherst Memorial Fellow in Anthropology.*

Richard C. Fung '91, *John Woodruff Simpson Fellow in Law.* Columbia University School of Law.

Jared B. Gardner '87, *Amherst Memorial Fellow in English.* The Johns Hopkins University.

Joshua W. Garrett '90, *Edward Poole Lay Fellow in French Horn.* State University of New York at Stony Brook.

Andrew N. Gentin '90, *Amherst Memorial Fellow in International Relations.* The London School of Economics.

John M. Giggie '87, *Forris Jewett Moore Fellow in History.* Princeton University.

Andrew M. Gordon '89, *Edward Poole Lay Fellow in Music Performance and Composition.* Carnegie Mellon University.

Michael S. Grady '91E, *C. Scott Porter Memorial Fellow in Sociology.* Brandeis University.

Katherine Grant '89, *Forris Jewett Moore Fellow in American History.* Yale University.

Carol A. Gray '87, *John Woodruff Simpson Fellow in Law.* New York University School of Law.

Kwai J. Grove '89, *Amherst Memorial Fellow in Clinical Psychology.* University of Washington.

David S. Hall '91, *Amherst Memorial Fellow in Physics.* Harvard University.

Mark C. Hallahan '88, *Amherst Memorial Fellow in Social Psychology.* Harvard University.

Scott G. G. Haller '85, *Roland Wood Fellow in Cinema-Television Production.* University of Southern California.

Kirsten E. Hardiman '91, *Amherst Memorial Fellow in Evolutionary Biology.*

Keith A. Harmon '87, *John Woodruff Simpson Fellow in Medicine.* Harvard Medical School.

Peter M. Hazelton '89E, *John Woodruff Simpson Fellow in Law.* The University of Texas School of Law at Austin.

Martin R. Heggestad '85, *Amherst Memorial Fellow in Comparative Literature.* University of Michigan.

Elizabeth A. Hewitt '88E, *Amherst Memorial Fellow in English Literature.* The Johns Hopkins University.

Miriam S. Hils '90, *Rufus B. Kellogg University Fellow in History.* Freie Universitat, Berlin.

Jonathan M. Hirsh '86, *Edward Poole Lay Fellow in Violin.* Private Study.

Thomas R. Hok '84, *Roland Wood Fellow in Cinema-Television.* University of Southern California.

Katherine A. Holbrow '84, *Amherst Memorial Fellow in Art Conservation.* University of Delaware Winterthur Museum

Cristopher V. Hollingsworth '88, *Amherst Memorial Fellow in American Literature.* Rutgers University.

Jennifer L. Hollis '90, *John Woodruff Simpson Fellow in Medicine.* The Johns Hopkins University School of Medicine.

Amanda J. Holmes '85, *Amherst Memorial Fellow in Folklore and Folklife.* University of Pennsylvania.

Luoluo Hong '90, *John Woodruff Simpson Fellow in Health Education.* Yale University.

Amy E. Hooks '91, *John Woodruff Simpson Fellow in Law.* College of William and Mary—Marshall-Wythe School of Law.

Timothy J. Hough '87, *John Woodruff Simpson Fellow in Medicine.* Boston University School of Medicine.

Alain M. Hunkins '90, *Roland Wood Fellow in Theater.* Milwaukee Repertory Theater.

D. Randall Jackson, Jr. '86, *Amherst Memorial Fellow in International Relations.* The Johns Hopkins University School of Advanced International Studies.

Maria C. Jimenez '91, *John Woodruff Simpson Fellow in Law.* University of Puerto Rico School of Law.

Walter L. Johnson '88, *Forris Jewett Moore Fellow in History.* Princeton University.

Samuel S. Jones '87, *John Woodruff Simpson Fellow in Nursing.* University of San Francisco School of Nursing.

Stephanie A. Jones '90, *Edward Poole Lay Fellow in Voice.* Smith College.

Ari Juels '91, *Amherst Memorial Fellow in Computer Science.* The University of California at Berkeley.

Stephen F. Kampmeier '90, *Rufus B. Kellogg University Fellow in German Literature.* Universitat Leipzig.

Joseph J. Karaganis '90, *Amherst Memorial Fellow in Political Science.* Duke University.

David M. Kasunic '89, *Edward Poole Lay Fellow in Musicology.* Princeton University.

Noah D. Kauff '86, *John Woodruff Simpson Fellow in Medicine.* University of Pennsylvania School of Medicine.

Andrew D. Kaufman '91, *Amherst Memorial Fellow in Slavic Languages and Literatures.* Stanford University.

Jinwoo M. Kim '88, *John Woodruff Simpson Fellow in Medicine.* University of Virginia School of Medicine.

Connie H. Kostacos '89, *John Woodruff Simpson Fellow in Medicine.* New York University School of Medicine.

Adrie S. Kusserow '88, *Amherst Memorial Fellow in Social Anthropology.* Harvard University.

King F. Kwong '88, *John Woodruff Simpson Fellow in Medicine.* The George Washington University School of Medicine.

Katharine K. Landfield '90, *Amherst Memorial Fellow in Social Work.*

Morgan Landy '89E, *Amherst Memorial Fellow in International Relations.* The Johns Hopkins School of Advanced International Studies.

Diana (Medina) Lasansky '90, *Amherst Memorial Fellow in Classical Archaeology.* The University of Minnesota.

Patricia Lau '90, *John Woodruff Simpson Fellow in Law.* The Boalt School of Law, University of California at Berkeley.

Randall D. Law '91, *Amherst Memorial Fellow in Soviet Studies.* Yale University.

Melissa A. Lawrence '91, *George A. Plimpton Fellow.* Ecole Normale Supérieure, Paris.

Eunei Lee '89, *Amherst Memorial Fellow in History of Art.* Columbia University.

Christopher S. Lehane '90, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Damon G. Lehrer '89, *Amherst Memorial Fellow in Printmaking.*

Irene Leon '90, *Warner Gardner Fletcher in Bilingual Education.* University of Illinois at Chicago.

Raissa S. Lerner '83, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Natasha D. Lesser '90, *Amherst Memorial Fellow in Literature.*

Ira D. Liebross '89, *John Woodruff Simpson Fellow in Medicine.* State University of New York at Stony Brook School of Medicine.

Thomas S. Little '88E, *Amherst Memorial Fellow in Social Work.*

Jeffrey D. Lomonaco '91, *Sterling P. Lamprecht Fellow in Political Philosophy and Political Theory.* The Johns Hopkins University.

Margherita R. Long '89, *Amherst Memorial Fellow in East Asian Studies.* Princeton University.

Christopher T. Lyboldt '89, *Roland Wood Fellow in Educational Theater.* New York University.

Sean C. MacLean '88, *Edward Poole Lay Fellow in Music Composition.* Yale University School of Music.

Allison L. Marsland '87, *Forris Jewett Moore Fellow in American History.* University of Massachusetts at Amherst.

Gerald F. Masoudi '90, *Charles B. Rugg Fellow and John Woodruff Simpson Fellow in Law.* University of Chicago Law School.

Jonathan F. Masoudi '90, *John Woodruff Simpson Fellow in Medicine.* Columbia University College of Physicians and Surgeons.

P. George Mathew '91, *Edward Poole Lay Fellow in Orchestral Conducting.* University of Minnesota.

Michelle L. McClellan '88, *Forris Jewett Moore Fellow in American History.* Stanford University.

David F. McDermott '88, *John Woodruff Simpson Fellow in Medicine.* Cornell University Medical College.

Alison McPhail (Shank) '85, *Amherst Memorial Fellow in Latin American Studies.* The Johns Hopkins School of Advanced International Studies.

Michael J. Millner '90, *Forris Jewett Moore Fellow in Philosophy.* University of California at Berkeley.

Peter N. Nassar '91, *John Mason Clarke 1877 Fellow in Vertebrate Paleontology.* Bryn Mawr College.

Christopher P. Neville '84, *Amherst Memorial Fellow in Historic Preservation.* Columbia University.

Catherine R. Newman '90, *Amherst Memorial Fellow in English.*

Nathan S. Newman '88, *Amherst Memorial Fellow in Sociology.* University of California at Berkeley.

Scott A. Paluska '90, *John Woodruff Simpson Fellow in Medicine.* University of Michigan Medical School.

Tina M. Passalaris '88, *John Woodruff Simpson Fellow in Medicine.* New York University School of Medicine.

Chaka M. Patterson '90, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Cesar P. Paulino '88, *John Woodruff Simpson Fellow in Law.* Pace University School of Law.

Rebecca E. Poage '91, *Rufus B. Kellogg University Fellow in German History and Literature.* Universitat Tübingen.

Thomas L. Popejoy '90E, *Amherst Memorial Fellow in Political Theory.* The Johns Hopkins University.

Mary Ann Pouls '85, *Amherst Memorial Fellow in Near Eastern Studies.* University of Pennsylvania.

Peter J. Powers '90, *Amherst Memorial Fellow in English and American Literature.* University of Iowa.

Sean T. Prigge '91, *Amherst Memorial Fellow in Applied Physics.* The Johns Hopkins University.

David V. Quigley '88, *Amherst Memorial Fellow in American Urban History.* New York University.

V. Sreenath Reddy '90, *John Woodruff Simpson Fellow in Medicine.* University of Alabama-Birmingham School of Medicine.

Gail A. Regenstreif '91, *John Woodruff Simpson Fellow in Law.* Benjamin N. Cardozo School of Law, Yeshiva University.

Mark E. Rennella '87, *Amherst Memorial Fellow in History of American Civilization.* Brandeis University.

Stuart M. Rennert '89, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Julia A. Rhodes '90, *John Woodruff Simpson Fellow in Law.* College of William and Mary—Marshall-Wythe School of Law.

Wendy J. Rich '91, *Roland Wood Fellow in Acting.* Internship with the Bloomsburg Theatre Ensemble.

Austin A. Richards '89, *Amherst Memorial Fellow in Physics.* University of California at Berkeley.

Libbie S. Rifkin '91, *Amherst Memorial Fellow in English Literature.* Cornell University.

Frederick C. Rimmele III '90, *John Woodruff Simpson Fellow in Medicine.* Duke University School of Medicine.

Joseph A. Rubenstein '91, *Edward Poole Lay Fellow in Music Composition.* Yale University School of Music.

Eric K. Runge '87, *Charles B. Rugg Fellow and John Woodruff Simpson Fellow in Law.* Boston College Law School.

Stuart J. Sachs '86, *Amherst Memorial Fellow in Photography and Sculpture.* New York University and The International Center of Photography.

Ana L. Salas '91, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Stephanie A. Schechner '90, *Amherst Memorial Fellow in French Literature.* University of Wisconsin at Madison.

Andrew R. Schwartz '91, *Amherst Memorial Fellow in Physics.* University of California at Berkeley.

Frederic F. Schwentker '84, *Roland Wood Fellow in Theater Direction and Production.* Yale University School of Drama.

Julia A. Segre '87, *Amherst Memorial Fellow in Biology and Medical Genetics.* Massachusetts Institute of Technology.

Noel S. Selegzi '88, *Evan Carroll Commager Fellow in Political Theory and History.* The University of Cambridge.

Sabah-e-Noor Servaes '90, *John Woodruff Simpson Fellow in Medicine/Biophysics.* Boston University School of Medicine.

Michael F. Sexton '87, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Christine A. Sgarlata '89, *Charles B. Rugg Fellow and John Woodruff Simpson Fellow in Law and East Asian Studies.* Harvard University.

Michael P. Shea '89, *John Woodruff Simpson Fellow in Law.* Yale Law School.

Jonathan S. Shefftz '89, *Amherst Memorial Fellow in Public Policy.* Harvard University Kennedy School of Government.

Riri Shen '88, *John Woodruff Simpson Fellow in Law.* The University of Ottawa.

William A. Sheppard VI '91, *Edward Poole Lay Fellow and Amherst Memorial Fellow in Musicology.* Princeton University.

Michael L. Sher '90, *John Woodruff Simpson Fellow in Medicine.* New York Medical College.

Mary R. Shoemaker '91, *John Woodruff Simpson Fellow in Medicine.* Yale University School of Medicine

Lara D. Shore '91, *Roswell Dwight Hitchcock Fellow and Amherst Memorial Fellow in Economics.* Princeton University.

Monika Siebert (Wadman) '89, *Amherst Memorial Fellow in Comparative Literature.* Harvard University.

Jeffrey A. Siegel '90, *Amherst Memorial Fellow in Physics.* University of Michigan.

Jennifer Slatoff (Wagner) '89, *John Woodruff Simpson Fellow in Public Health Policy and Administration.* University of Michigan School of Public Health.

Susan Bennett Smith '85, *Amherst Memorial Fellow in Twentieth-Century British Literature.* Stanford University.

Jerry H. Smolin '90, *Amherst Memorial Fellow in American Studies.* Yale University.

Mark M. Socha '89, *John Woodruff Simpson Fellow in Law.* Columbia University School of Law.

Richard C. Sohn '89, *John Woodruff Simpson Fellow in Law.* The Boalt Hall School of Law, University of California at Berkeley.

Alexander P. Solomita '89, *George Stebbins Moses Memorial Fellow in Religion/Late Antiquity.* Princeton University.

Elenne Song '87, *John Woodruff Simpson Fellow in Law.* Yale Law School.

Michael S. Spector '91, *John Woodruff Simpson Fellow in Law.* Georgetown University Law Center.

Kim Li Spencer '86, *John Woodruff Simpson Fellow in Medicine.* Cornell University Medical College.

Elizabeth S. Stearman '91, *Amherst Memorial Fellow in Ethnomusicology.*

Sherrill L. Stroschein '91, *Amherst Memorial Fellow in International Affairs.* Columbia University.

Benjamin T. Suratt '88, *John Woodruff Simpson Fellow in Medicine.* Columbia College of Physicians and Surgeons.

Eric H. Sussman '91, *John Woodruff Simpson Fellow in Law and Public Policy.* The University of Chicago Law School.

John W. Sweet '88, *Henry P. Field Fellow and Forris Jewett Moore Fellow in United States Colonial History.* Princeton University.

Adrienne E. Taptich '89E, *Amherst Memorial Fellow in International Economic Development.* Harvard University Kennedy School of Government.

Christine E. Tawa '90, *John Woodruff Simpson Fellow in Medicine.* University of Florida Medical School.

Eric A. Tirschwell '88, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Patrick T. Triplett '91, *Amherst Memorial Fellow in International Relations.* University of Kentucky Patterson School of Diplomacy.

A. John Turjoman '91, *John Woodruff Simpson Fellow in Medicine.* Tufts University School of Medicine.

Page B. Ulrey '86, *John Woodruff Simpson Fellow in Law.* Northeastern University School of Law.

Marie A. Vodicka '88, *Amherst Memorial Fellow in Cell and Developmental Biology.* University of California at Berkeley.

Sean P. Wagner '88, *John Woodruff Simpson Fellow in Public Health Policy and Administration.* University of Michigan School of Public Health.

Jennifer L. Wales '90, *Forris Jewett Moore Fellow in Chemistry.* California Institute of Technology.

Glenn A. Weiner '91, *John Woodruff Simpson Fellow in Law.* University of Virginia School of Law.

Mark A. Weiss '89, *John Woodruff Simpson Fellow in Law.* University of Chicago Law School.

Erick D. White '88, *Amherst Memorial Fellow in Anthropology.* Cornell University.

Paul M. Winke '90, *Sterling P. Lamprecht Fellow in Political Philosophy and Political Science.* Duke University.

Eric S. Wolf '90, *Rufus B. Kellogg University Fellow in History and Philosophy of Science.* Queen's College, The University of Cambridge.

James A. Woodbridge '87, *Forris Jewett Moore Fellow in Philosophy.* University of Michigan.

Deborah Woodbury '89, *John Woodruff Simpson Fellow in Medicine.* University of Pennsylvania School of Medicine.

Virginia C. Wright '85, *Amherst Memorial Fellow in Clinical Psychology.* University of Massachusetts at Amherst.

Michael L. Young '88, *Forris Jewett Moore Fellow in Philosophy.* Brown University.

NATIONAL FELLOWS AND SCHOLARS

Julia H. Ball '91, *Watson Fellow (Africa), 1991-92.*
Jeffrey R. Bernstein '91, *Fulbright Scholar (Japan), 1991-92.*
Jennifer S. Smith '91, *Watson Fellow (Africa), 1991-92.*
Christopher M. Taylor '91, *Truman Scholar, 1991-93.*
Sissel A. Waage '91, *Fulbright Scholar (Norway), 1991-92.*

AMHERST-DOSHISHA FELLOW

Elizabeth Quigley Raleigh '91, Amherst House, Doshisha University, Kyoto

DEPARTMENTAL FELLOWS

Melissa A. Lawrence '91, *Exchange Fellow,* Ecole Normale Supérieure, Paris
Stephanie K. M. Turner '91, *Teaching Assistant,* University of Dijon

Prizes and Awards

THE following prizes and awards are offered annually for proficiency in the work of the several departments of collegiate study and, in some specific awards, for other achievements and qualifications. The recipients of awards for the previous year are stated in each case.

AMERICAN STUDIES

The Doshisha American Studies Prize—*Laurie Ann Demarco '91.*

The George Rogers Taylor Prize—*Paul Charles Milazzo '91.*

The Stephen E. Whicher Prize—divided between *Jeffrey Steven Kopf '91* and *Lori Ilana McGlinchey '91.*

ART

The Hasse Prize—divided between *Christopher James Organ '92* and *Katherine Anne Veneman '92.*

The Anna Baker Heap Prize—*Samuel Scott Becker '91.*

The Athanasios Demetrios Skouras Prize—*Eric Herbert Troffkin '91.*

The Wise Fine Arts Award—*Eric Herbert Troffkin '91.*

The Associates of Fine Arts Summer Fellowships in the Practice of Art—*James Patrick Nolan '92.*

The Associates of Fine Arts Summer Fellowships in Museum Studies—*Abigail Kate Messitte '93.*

The Associates of Fine Arts Summer Fellowships in the History of Art—*James Peter Zuffoletti '92.*

ASIAN STUDIES

The Doshisha Asian Studies Prize—divided between *Andrew Philip Tagliabue '91* and *Nancy Yoshiko Takemori '91.*

ASTRONOMY

The Porter Prize—*Christopher Harton Perry '92.*

BIOLOGY

The Harvey Blodgett and Phi Delta Theta Scholarships—*Sara Tobias '92.*

The James R. Elster Award—divided between *Catherine Sara Christianson '92* and *Regina Marie Vidaver '92.*

The Sawyer Prize—*Bruno Andreas Walther '93.*

The Oscar E. Schotté Award—*Jennifer Sue Smith '91.*

The Oscar E. Schotté Scholarship Prize—*Lisa Katherine Gilliam '91.*

The William C. Young Prize—*Traci Tomiko Watson '91.*

BLACK STUDIES

The Edward Jones Prize—*Lara Dawn Shore '91.*

CHEMISTRY

The Howard Waters Doughty Prize—*Elizabeth Anne Gottlieb '91E.*

The Frank Fowler Dow Prize—divided between *Nancy Montgomery Sanders '91* and *Mary Rebecca Shoemaker '91.*

The Everett H. Pryde Research Award—*Kelly Elise Loeb '91.*

The White Prize—*Scott Reynolds Carter '92.*

CLASSICS

The Anthony and Anastasia Nicolaides Award—*No award in 1990-91.*

ECONOMICS

The W. T. Akers, Jr. Award—*Carey Wayne Smith '92.*

The W. T. Akers, Jr. Prize—*Jeffrey Richard Bernstein '91.*

The Hamilton Prizes
Spring 1990—*Peter Clarke Lewis '93.*
Fall 1990—*David Kim Lee '94.*

The James R. Nelson Memorial Award—*Jeffrey Richard Bernstein '91.*

The James R. Nelson Prize—divided between *Matthew Scott Gaghen '91* and *Lara Dawn Shore '91.*

ENGLISH

The Armstrong Prize—divided between *David Edward Muhlenfeld '94* and *Jason Black Parnell '94.*

The Elizabeth Bruss Prize—*David Palmer Patchel '91.*

The Collin Armstrong Poetry Prize—*Joshua Samuel Jacobs '91.*

The Corbin Prize—divided between *Cordelia Lawton '93E* and *Nancy Lamar Updike '91.*

The G. Armour Craig Award for Prose Composition—divided between *Cordelia Lawton '93E* and *Margaret Beecher Price '91.*

The Peter Burnett Howe Prize—*William Paul Willard '91.*

The Rolfe Humphries Poetry Prize—*Colin James Hamilton '91.*

The Harry Richmond Hunter, Jr. Prize—*Herschel John Farbman '93.*

The MacArthur-Leithauser Travel Award—*Maria Lyn Barcelo '93E.*

The Ralph Waldo Rice Prize—divided among *William Roy Fisher III '91, Joshua Samuel Jacobs '91* and *Margaret Beecher Price '91.*

FRENCH

The Jeffrey J. Carre Award—*Lienart Leon Sylverin '92.*

The Frederick King Turgeon Prize—divided between *Teri Lynn Fenwick '91* and *Moneeka Helen Settles '91E.*

GEOLOGY

The Richard M. Foose Scholarship Prize—divided among *Russell Hughes Abell '93, Barret Stephen Cole '93* and *Robert Allen Cooper '93.*

The Walter F. Pond Prize—*Peter Nadim Nassar '91.*

The David F. Quinn Memorial Award—*Peter Nadim Nassar '91.*

The Warren Stearns Prize—*Diane Marie Loftus '92.*

GERMAN

The Consulate General Prize for Academic Achievement—divided between *Andrew David Kaufman '91* and *Harold Roy Herzog III '91.*

The Consulate General Prize for German Studies—*E. Starr Prewitt-Drake '92E.*

GREEK

The William C. Collar Prize—*Jason Black Parnell '94.*

The Hutchins Prize—First and second combined and divided between *Theodore Kimble Frutiger II '91* and *Jonathan Finch Wolcott '91.*

HISTORY

The Asa J. Davis Prize—*Lee Elizabeth Pratter '91.*

The Alfred F. Havighurst Prize—divided among *Jason Lee Cooper '91, Joseph McLean Hall, Jr. '91* and *Ann Rachel Miler '91.*

JOURNALISM

The Samuel Bowles Prize—*Theodore Mitchell Loos '91.*

LATIN

The Bertram Prizes
First and second combined and divided between *Harold Roy Herzog III '91* and *Jessica Diana Levenstein '91.*

The Billings Prizes
First—*Joanna Laura Alexander '93.*
Second—*Yasmeen Ahmed '93.*

The Junior Crowell Prizes
First and second combined and divided between *Meredith Marna Kirousis '92* and *Richard Anthony Kugler '92.*

The Freshman Crowell Prizes
First—*Gregg Andrew Brazinsky '94.*
Second—*David Ho '94.*

The Dr. Ernest D. Daniels Latin Prize—*Shira Zimmerman Levine '91.*

MATHEMATICS

The Robert H. Breusch Prize—*Theodore Austin Ridgway '91.*

The Sophomore Walker Prizes
First—*Susan Wendy Goldstine '93.*
Second—*Sen Linn Nagata '93.*

The Freshman Walker Prizes
First—*Qi Wang '94.*
Second—*Michael Nathan Bogomolny '94.*

MUSIC

The Sylvia and Irving Lerner Piano Prize—divided between *Christopher John Coogan '91* and *Joseph Aaron Rubenstein '91.*

The Mishkin Prize—*William Anthony Sheppard VI '91.*

The Lincoln Lowell Russell Prize—divided among *Miriam Rafia Murtuza '91, Angela Jacquice Reddock '91, Jennifer Sue Smith '91* and *Rodney Matthew Thomas '91.*

The Eric Edward Sundquist Prize—*Michael Robert Theodore '91.*

NEUROSCIENCE

The James Olds Memorial Neuroscience Award—*Robert James Fox '91.*

PHILOSOPHY

The Gail Kennedy Memorial Prize—*Lisa Tsui '91.*

PHYSICS

The Bassett Physics Prizes—First and second prizes combined and divided among *Catherine Jean Berglund '93, Sen Linn Nagata '93* and *Gregory Samuel Smith '93.*

The William Warren Stifler Prize—divided between *David Sumner Hall '91* and *Kent Sherwood Johnson '91.*

POLITICAL SCIENCE

The Densmore Berry Collins Prize in Political Science—*Jeffrey David Lomonaco '91.*

The Owen Kupferschmid Memorial Award—*Sissel Annette Waage '91.*

PUBLIC SPEAKING

The Bancroft Prizes
First—*Rebecca Luna Stein '91.*
Second—*Ian Grant Saunders '91.*

The Gilbert Prize—*Evan Ross Specter '92.*

The Hardy Prizes
First—*Robert Matthew Tarkoff '91.*
Second—*Jean-Luc Stephane Charles '94.*

The Kellogg Prizes
First—*Adam Craig Bonin '94.*
Second—*Jean-Luc Stephane Charles '94.*

The Rogers Prize—*Noah Silverman '92.*

RELIGION

The Moseley Prizes
First—*Jonathan Charles Gold '91.*
Second—*No award in 1990-91.*

RUSSIAN

The Carol Prize in Russian—*Eileen Marie Birmingham '91.*

The Mikhail Schweitzer Memorial Book Award—divided between *Andrew David Kaufman '91* and *Edward Ernest Kimbrough IV '91.*

SPANISH

The Pedro Grases Prize for Excellence in Spanish—*Michelle Margaret Natan '91.*

THEATER AND DANCE

The Raymond Keith Bryant Prize—divided between *Jonathan Marshall Doyle '91* and *David Michael Stefanou '91.*

SCHOLARSHIP AND CITIZENSHIP

The Addison Brown Scholarship—*Henry Okazaki '91.*

The Samuel Walley Brown Scholarship—*Willie James Epps, Jr. '92.*

The Charles W. Cole Scholarship—*Yumi Selden '92.*

The Obed Finch Slingerland Memorial Prize—divided between *Kathleen Ward Knox '91* and *David Palmer Patchel '91.*

The John Sumner Runnels Memorial—*Phuong Hue Dang '92.*

The Charles Hamilton Houston Fellowship—divided between *Laricke Decarron Blanchard '91* and *Jennifer Susan Smith '91.*

The Amherst "R" Committee Award—*Angela Jacquice Reddock '91.*

The George A. Plimpton Fellowships—*Melissa Anne Lawrence '91.*

The C. Scott Porter Memorial Fellowship—*Michael Stephen Grady '91E.*

The Psi Upsilon Prize—*Deborah Lee Cox '91.*

The Woods-Travis Prize—*Jeffrey Richard Bernstein '91.*

OTHER PRIZES

The Ashley Memorial Trophy—*Marshall Alexander Smith '91.*

The Computer Center Prize—*Peter Schuyler Hamlen '91.*

The Friends of the Amherst College Library Prizes
First—*David Matthew Longshore '93.*
Second—*Tyler Shaw Wick '93.*
Third—divided among *Pascual Horacio Benito '94, Douglas Christian Johnson '94* and *Owen Johnson Stearns '94.*

The M. Abbott Van Nostrand Prize—*Andrew Scott Durbin '93.*

The Stevaki C. Lobb Prize—*David Lory Jarman '93.*

The Manstein Family Award—*Kirk Jeremy Aadalen '91.*

The Howard Hill Mossman Trophy—divided between *Amy Elizabeth Hooks '91* and *Marshall Alexander Smith '91.*

The Gordon B. Perry Memorial Award—*Christina Anastasia Novicki '94.*

The Sphinx Spoon—*Douglas Lee Battema '91.*

The Stonewall Prize—*Diana Heather Cristol '91.*

The Eugene S. Wilson Award—*James Alexander Dun '92.*

Enrollment

CLASSIFICATION BY RESIDENCE

(Fall 1990)

UNITED STATES

New York	311	Tennessee	12
Massachusetts	213	Georgia	10
California	122	New Mexico	9
Pennsylvania	86	Wisconsin	9
New Jersey	78	Iowa	7
Connecticut	76	Kentucky	7
Maryland	53	Puerto Rico	7
Illinois	51	Alabama	6
Ohio	51	Nebraska	6
Florida	50	Delaware	5
Texas	36	Kansas	5
Virginia	34	Oklahoma	5
Colorado	27	Alaska	4
Maine	26	Idaho	4
Minnesota	25	South Carolina	4
Michigan	23	Hawaii	3
Vermont	23	Indiana	3
District of Columbia	22	Montana	3
Oregon	22	West Virginia	3
Rhode Island	21	Arkansas	2
Washington	20	Louisiana	2
Missouri	19	Mississippi	1
New Hampshire	18	South Dakota	1
Arizona	17	Utah	1
North Carolina	16	Virgin Islands	1
		Total	1,560

NON-USA

Japan	7	Korea	2
India	6	Argentina	1
Canada	5	Austria	1
Malaysia	3	Belgium	1
U.S.S.R.	3	Brazil	1
West Germany	3	China	1
England	2	Greece	1
France	2	Honduras	1

Hong Kong	1	South Africa	1
Pakistan	1	Sweden	1
Peru	1	Switzerland	1
Philippines	1	Taiwan	1
Poland	1	Turkey	1
Portugal	1	Venezuela	1
		Total	52
		Grand Total	1,612

SUMMARY OF ENROLLMENT FALL 1990*

Seniors, Class of 1991	445
Juniors, Class of 1992	309
Sophomores, Class of 1993	426
Freshman, Class of 1994	407
Subtotal	1,587

Exchange Students	
Full Time	10
Part Time	0
Subtotal	1,597
Special Students	
Full Time	0
Part Time	15
Grand Total	1,612

*Not included are the 70 students who are on leaves of absence away from Amherst as of the first semester, 1990-91.

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Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association by writing: New England Association of Schools and Colleges, Inc., The Sanborn House, 15 High Street, Winchester, Mass. 01890 (617) 729-6762.

Student Absence Due to Religious Beliefs: The Legislature has enacted and the Governor has signed into law Chapter 375, Acts of 1985. It adds to Chapter 151C of the General Laws the following new section:

> Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up the examination, study, or work requirement missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to students because of availing themselves of the provisions of this section.

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